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Today's Education

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Today's Education

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Volume 60, Number 4, April 1971

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TEACHER OPINION POLL

Should Teachers Evaluate Principals? Should Principals Have Teaching Experience?

☐ The vast majority of teachers believe that teachers should evaluate their principals and that principals should have several years' experience as teachers before they become principals.

A recent Teacher Opinion Poll asked a nationwide sample of public school teachers this question:

Do you favor or oppose the periodic evaluation of principals by teachers in their schools?

Nearly 3 in 4 of the teachers answering favored this practice. One teacher in 3 was *strongly* in favor and an additional 2 in 5 teachers *tended* to favor it. Less than 1 teacher in 5 opposed principal evaluation by teachers. Included in these is 1 teacher in 25 who was *strongly* opposed.

Opinions of elementary and secondary teachers were largely similar, but a somewhat higher percentage of secondary than of elementary teachers favored the evaluation of principals by their teachers. The difference was in the category of those *strongly* in favor.

	Total	Elementary	Secondary
Strongly favor	33.5%	30.7%	36.5%
Tend to favor	40.0	40.7	39.4
Tend to oppose	14.5	15.3	13.7
Strongly oppose	4.0	4.7	3.2
No opinion	8.0	8.7	7.2

No significant difference appeared between the total percentage of men in favor and the total percentage of women holding this opinion. A higher percentage of men than women was *strongly* in favor, but a correspondingly higher percentage of women than of men *tended* to favor teacher evaluation of principals.

Teachers in different size school systems held similar opinions. Opinions of teachers in different geographic regions were also generally similar, although the middle states showed slightly fewer teachers in favor of evaluating principals than other regions of the country.

Another question in the same survey asked:

Do you think principals should be required to serve as teachers before becoming principals? If Yes, for how many years do you think they should serve?

Ninety-six percent of the respondents answered "Yes." The median suggested amount of teaching experience for a principal was 5 years. Analysis of responses by grade level, sex, size of school system, and geographic region showed no significant differences of opinion on whether principals should have prior service as teachers. Five years was the median amount of teaching experience suggested by all subgroups.

Yes, 1 year	1.8%
2 years	7.7
3 years	19.2
4 years	4.1
5-9 years	46.7
10 or more years	9.5
Yes, number of years not indicated	7.1
Total Yes	96.1
No	3.9

Comparison of these data with the findings of a 1969 Teacher Opinion Poll shows that more teachers favor teaching experience than administrative internship for principals and that more of them recommend a longer period of teaching experience than of administrative internship.

The 1969 poll asked teachers:

Should principals be employed initially as administrative interns under supervision of an experienced administrator before assignment to their own schools?

Two-thirds of the respondents answered "Yes." The number of years internship ranged from 1 year to 10 years. The median suggested length of internship for principals was 1 year.

—NEA Research Division.

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Young Americans Far Exceed Education Levels of 30 Years Ago

Some Schools in Los Angeles Closed by February Earthquake

UNESCO Proclaims 1972 as International Book Year

Rural Areas Get More Federal Aid Than Cities, Foundation Study Says

Court Bars Student Payments for School Books and Supplies

Annual Survey Draws Picture of Nation's College Freshmen

NEWS AND TRENDS

Young Americans Far Exceed Education Levels of 30 Years Ago

Today's young Americans are far ahead of their parents on the educational ladder, a new U.S. Bureau of the Census study shows. The percentage of young adults (25-29 years old) holding college degrees has almost tripled since 1940, increasing from 6 percent to 16 percent. By 1970, 78 percent of whites (25-29) and 58 percent of nonwhites were at least high school graduates. In 1960, the figures were 64 percent of the whites and 39 percent of nonwhites with high school diplomas.

Negroes registered a striking 110 percent increase in college attendance over the last five years. From 1964 to 1969, the number of black Americans (16-34) enrolled in college rose from 234,000 to 492,000. The Census study shows an increase of 10 points over 1960 in the percent of young men high school graduates (20-24) completing at least one year of college; for comparable young women the increase was 9 points.

The report also shows that the nation's population has a larger proportion of young people. Those between the ages of 14 and 24 now compose 20 percent of the population, as compared with 15 percent in 1960. The median age is now 27.6 years compared with 29.5 in 1960.

Some Schools in Los Angeles Closed by February Earthquake

Eleven school buildings in Los Angeles, including the entire Los Angeles High School, were condemned after the February earthquake in the area. The approximately 5,000 students from these buildings were placed on half-day sessions in other facilities for the remainder of the school year.

Los Angeles City Schools officials, surveying earthquake damage, reported that no students were killed or injured (the quake occurred at 6 A.M.), no schools were demolished (though many suffered structural damage), and within a few days most of the district's more than 600 schools resumed normal operations.

UNESCO Proclaims 1972 as International Book Year

The United Nations Educational, Scientific and Cultural Organization has proclaimed 1972 as International Book Year.

There is a hunger for reading matter in many areas of the world —especially in the developing countries, UNESCO spokesmen said. They reported that seven countries—France, Federal Germany, Japan, Spain, the U.S.S.R., the U.K., and the U.S.A.—with less than 20 percent of the world's population produce 50 percent of all books published. Africa, Asia, and Latin America—with 80 percent of the world's population—produce barely 25 percent.

Rural Areas Get More Federal Aid Than Cities, Foundation Study Says

Rural areas of America get "far more" federal education money per pupil than do urban areas, according to a study supported by the Ford Foundation. The study also found that in general federal aid to central-city schools is not sufficient to overcome the disparity in total per pupil expenditure from all sources that already favors the suburban over the central-city schools. The study report declares that the amount of federal aid is "patently insufficient to overcome the fiscal crisis of urban education. . . . Many individual aid programs give more help to rich districts than they do to poorer ones."

The 18-month study also found that "fund flows are so uneven, both within fiscal years and from year to year, that harried school planners often end up shunting federal aid funds to the least pressing, least important of their priorities."

Court Bars Student Payments for School Books and Supplies

The Michigan Supreme Court has ruled that public school students in that state may not be required to pay for books, athletics supplies, and other school materials. Such books and supplies are a necessary part of the "system of free public elementary and secondary schools as defined by law," the Court said.

Annual Survey Draws Picture of Nation's College Freshmen

Freshmen who entered the nation's colleges and universities last fall were slightly older and more liberal, and more of them have no religious preference than their counterparts in previous years, according to the American Council on Education's Office of Research. Also, the Office reported, students did not shift out of the field of education, despite the forecasts of an oversupply of teachers.

The fifth annual survey of first-time, full-time freshmen shows that 22.8 percent of them are age 19 or

Panel Urges More Open Plans for College Admissions and Programs

Study Links Severe Malnutrition and Permanent Intelligence Loss

More Than 60 Colleges Offer Courses in Women's Studies

Nearly $3 Billion in Federal Loans Issued Under Higher Education Act

Urban Schools Cut Breakage by Installing Plastic Windows

Survey Shows Marijuana Use by 30 Percent of Medical Students

older, compared to 19.8 percent in this category in 1966. Researchers attributed this gain to an increase in returning servicemen.

The percentage of students who said they have no religious preference rose from 6.9 percent in 1966 to 9.8 percent in 1970.

A total of 36.6 percent of the entering freshmen identified themselves as "left or liberal." The percentage last year in this category was 32.6 percent. Those listing themselves as "conservative or far right" declined from 22.9 percent in 1969 to 18.1 percent in 1970.

Panel Urges More Open Plans for College Admissions and Programs

A study group of the American Academy of Arts and Sciences has urged that college students be allowed to interrupt their studies for long periods and that adults, with or without degrees, be given much easier access to undergraduate and graduate programs. "There is no rhythm or pattern of intellectual curiosity or social maturity common to all," the study group said. "What a young person may not wish to do at 18 or 22 he or she may be very interested in pursuing at 30 or 40."

The study group called for an end to the "near monopoly" of the Ph.D. degree as a college teaching license, suggesting instead that an "honors" bachelor's degree might be substituted. It said that graduate programs should be shortened and that graduate students heading for teaching should have supervised apprenticeships.

The group also expressed its view that institutions of higher education have neither the resources nor the political capacity to solve such problems as poverty, racism, and urban blight. Their main contribution, the group said, should be the ideas supplied by individual professors and campus groups.

Study Links Severe Malnutrition and Permanent Intelligence Loss

Severe malnutrition at an early age leads to permanent impairment of intelligence, according to a study by a U.S.-Mexican medical team of children in Mexico City. The findings are based on a follow-up study of children who had been severely malnourished during the first two years of life. These children were compared with their sibs nearest in age who had not experienced a similar episode of malnutrition in infancy.

Comparisons showed, for example, a difference of 13 mean IQ points between the groups. In addition, significantly more of the once malnourished children scored below 70 on the IQ tests.

More Than 60 Colleges Offer Courses in Women's Studies

More than 60 colleges and universities now offer courses in women's studies, according to a *New York Times* survey. The courses cover such topics as evolution of the female personality, sex discrimination, women in literature, women in history and economics, sexuality, and women in education.

Nearly $3 Billion in Federal Loans Issued Under Higher Education Act

Nearly $3 billion has been issued in loans to students under the Guaranteed Loan Program authorized by the Higher Education Act of 1965, the Department of Health, Education, and Welfare announced recently. More than 3 million separate loan transactions under the program have helped some 2.5 million students continue or complete college or vocational training.

Urban Schools Cut Breakage by Installing Plastic Windows

Public schools in Chicago, Baltimore, and other urban areas are reducing vandalism and breakage by installing plastic windows.

A three-year experiment by the Chicago Board of Education has proved that the use of Lexan (an unbreakable polycarbonate resin) instead of glass windows dramatically reduces breakage. As a result, the district has installed 16,000 windows made of this material in schools where breakage ranged from one-fourth to one-half of all windows. However, cost savings are not expected to show up immediately because these windows cost six times more than ordinary glass.

The Baltimore City Schools also report great success with Lexan. School officials there said Baltimore has installed such windows in all schools built over the past three-and-a-half years and has cut breakage "almost totally" in these schools.

Other large-city school districts are also experimenting with plastic windows.

Survey Shows Marijuana Use by 30 Percent of Medical Students

More than half of 1,057 medical school students recently surveyed said they had used marijuana in the past; 30 percent said they were using it at the time of the study.

Doctors who made the study suggested that "if medical authorities can't convince medical students to refrain from using marijuana, persuading the population at large seems unlikely."

ZIP CODE 20036

This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

What Does This Symbol Mean?

Please explain the full meaning of this symbol! When it is printed in color, what significance do the colors have? When did NEA adopt this symbol?

—Mary Humphrey, *retired teacher, Ferndale, Michigan.*

◆ *The United Profession Symbol, trademarked by NEA as the symbol of the organization, represents the forward thrust of education through the united teaching profession. It was officially adopted by the NEA Executive Committee in February 1966; a pin bearing the symbol was authorized in April 1966.*

The United Profession Symbol originated from the symbol used by the NEA Project on Instruction (now the Center for the Study of Instruction). It combines the legacy of the past (π for παιδεια, the ancient Greek word for education) with new direction for the future (➤). The spherical triangle serving as background for this symbol represents the mutually supportive programs of local, state, and national association to advance education and the teaching profession.

Red, white, and blue were chosen for printing the symbol in color because these are the United States colors.

(For a brochure describing jewelry and other items using the symbol, write to Division of Field Services, Membership Development Section, NEA Center.)

Chicanos Are Speaking Out

It was with curiosity and increasing interest that I read the article "What Do You Want from NEA?" (January). I really anticipated the usual noncommittal remarks minority people often make when pressured for comments. It was, therefore, a pleasant surprise to see some honest opinions expressed.

In the past years, minority groups, especially Mexican Americans, have had to maintain a tight silence regarding the problems of Chicano students. This compromise of principles created a feeling of personal conflict and anguish and caused many Mexican American teachers and administrators to be known as "vendidos" (sellouts) in the Chicano communities.

In addition to the personal crisis suffered by Chicano public school people, a source of much needed trained leadership was drained off from the Chicano community. At the same time, these same people rarely, if ever, achieved any position of influence in the majority culture.

Fortunately, today, Chicano teachers and administrators realize that silence is too great a price to pay for a mere job when Chicano students and the entire Chicano community have so many obstacles to overcome. More and more Chicanos are willing to speak honestly and courageously even at the risk of losing their jobs. In Fort Worth, we have been free to speak for several years.

I hope NEA will influence and set the pace necessary to create the environment needed in educational circles. If this happens, more minority people will find it worthwhile to become active participants in NEA.

—Rachel Ramírez Johnson, *teacher coordinator, Career Opportunities Program, Fort Worth (Texas) Independent School District.*

"Youth's Heroes Have No Haloes"

Dr. Quigley (February) suggested that American youth are having a hard time maturing because they lack the right kind of heroes. His definition of heroes is not the same as ours. There are people we admire but still do not wish to pattern ourselves after. As for their desperate search for identity and purpose, youth are striving to be better than the preceding generation.

Dr. Quigley also said that American youth have no time for daydreaming. Youth are involved with many activities, trying new things and looking for new ways of self-expression, but they still have time to daydream. They are not playing the roles he describes. They have shed their masks and are trying to be heard for themselves. More and more, they object to the rigid set of rules society has laid down for them. Our society needs the reform that youth desires.

—Donna Bradley, *student and prep teacher, Center Line (Michigan) High School.*

◆ *The writer helps teach first grade and special education classes for two hours a day as part of her regular program.*

Comments on Sesame Street Study

It was enlightening and encouraging to note that the study of *Sesame Street* by the Educational Testing Service revealed "children learned most when their mothers also watched and then discussed the program with them."

Could this possibly be an indication that teachers might still be of some worth in the education of young children? All children need someone to talk with, share with, laugh and sing with, experience with. Hours spent sitting quietly watching others "do" will never replace the actual learning that comes from personal involvement.

Knowing the alphabet, or being able to count to 10, plus the present trend toward selling early childhood education as if it were a product will never cure today's social and personal ills.

—Flora Lally Boylan, *North Brunswick, New Jersey; president, New Jersey Asso-*

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ciation of Elementary-Kindergarten-Nursery Educators (E/K/N/E).

Family Relationships

"Family Relationships in the Schools" in your December issue does an injustice to husbands and wives who prefer to teach in the same school. The term *nepotism*, incorrectly used to describe the hiring of both husband and wife, is properly defined as favoritism or bestowal of patronage by reason of relationship rather than merit.

I would recommend that teachers be judged as individuals, on their merits, and that the best be hired or retained. It is discriminatory to judge and perhaps reject a teacher because of his or her relation to another. This discrimination falls hardest on the woman, whose career society judges to be less important than her spouse's.

There are many couples who do not and would not want to teach in the same school for the reasons reported in your article. The probability of the problems cited, however, depends on the individuals' personalities and relationship with each other.

—Anne D. Van Tine, *former teacher, Columbus, Ohio.*

Requests for Pamphlets on Drugs

We are working on a unit on drugs in our seventh grade. I would like to obtain your pamphlet, "Students and Drug Abuse."

—Sister Mary Mercy, *St. Edward School, Chicago.*

♦ *We are delighted that people liked the special feature on students and drug abuse (March 1969) and we are still receiving many requests for copies of it. Reprints of the special feature may be obtained from the National Institute of Mental Health, Box 1080, Washington, DC 20013. All requests should be sent directly to them along with a stamped, self-addressed, business-size envelope.*

Unfinished Story

I have enjoyed JOURNAL articles on activism, the academic revolution, drug abuse, and others. I do feel, however, that a good many of our readers are elementary teachers who do not teach in deprived areas; and, while we need to be fully aware of the problems of the inner-city teacher, we must not lose sight of our well-motivated, young intellectuals. I, for one, am always on the lookout for activities for my alert, bright students.

One of the features that elementary teachers enjoy using is the "Unfinished Story." Like all good techniques, I use it sparingly because there is such a tendency to "run good ideas into the ground."

—Margaret Bierbaum, *reading consultant, Burr Farms School, Westport, Connecticut.*

As an eighth grade English teacher I find the "Unfinished Story" excellent for stimulating oral and written discussions. I would certainly be disappointed to open an issue of TODAY'S EDUCATION and find that you had discontinued this fine feature.

My request is that you include more situations dealing with teen-agers and their problems, since many of the situations presented in previous issues deal almost exclusively with the younger child.

Better still, how about presenting two situations, one on the elementary level and one on high school level?

—Betty H. Turpin, *teacher of English, Wytheville (Virginia) Intermediate School.*

The Bilingually Advantaged

Muy bien hecho—Very well done!

I was very pleased with your article, "The Bilingually Advantaged," in the December issue. There are so many educators and noneducators who are misinformed on what bilingual education is, and this article helped to clear up many of these misconceptions.

—Margie García, *Bilingual Project Evaluator, Alice (Texas) Independent School District.*

We thank Judith Gates ("The Bilingually Advantaged"—December) for her excellent and informative article on what is being done in bilingual education in San Antonio, Texas.

All educators, particularly those of us in the Southwest (where there is a large concentration of Mexican American students), should take note of Mrs. Gates' suggestion that a bilingual student should be recognized as advantaged rather than disadvantaged. A big step in this direction is to nullify the law, particularly the unwritten one, that a child *must* speak English at all times or be punished if he does not.

—Dora C. Gallardo, *teacher of Spanish and English, Alpine (Texas) High School.*

"School examinations are this week. It looks like a touch of intentional flu to me."

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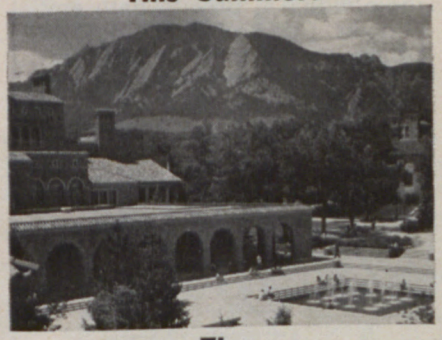

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BIBLIOGRAPHIES

An Annotated Bibliography on the Employment of Disadvantaged Youth, 1960-1966. Lists materials that cover employability in terms of social, psychological, and educational aspects and employment in terms of occupational choice, access, and status. Also includes annotations that present critical observations of some policies and programs. 1969. 72 pp. $2. Bureau of Social Science Research, Inc., 1200 17th St., N.W., Washington, DC 20036.

The Black Record. Discography of recent commercially available phonograph records on Afro-American history and culture. December 1969 with supplement through 1970. 13 pp. 50¢ if check or money order accompanies request; $1.50 if billing is required. Audio-Visual Department, Washington University Libraries, St. Louis 63130.

Children's Books 1969. Annual guide to current children's books published by the Library of Congress. Lists books for preschool through junior high. Includes 200 titles selected from 2,500 new juvenile books reported to have been published in the United States year before last. Annotated. 1970. 16 pp. 15¢. Supt. Doc.

Current Literature on Venereal Disease. Abstracts and bibliography. Includes references on diagnosis and management, research and evaluation, and behavioral studies. 1970. No. 1. 48 pp. No charge. U.S. Dept. of HEW, PHS, Center for Disease Control, Venereal Branch, Atlanta 30333.

Emergency Health Services Selected Bibliography. Includes entries on day-to-day health emergencies (heart attacks and injuries from roadside accidents); documents that will help communities to prepare for major emergencies (natural disasters and nuclear war); films and slides on disaster care; and sources of catalogs, bibliographies, and publication lists on these topics. 1970. 175 pp. $1.25. PHS Publication No. 1071-A-1. Supt. Doc.

Library Program for Retarded Children. Includes listings for those who work with retarded children. Features material to be read aloud or to read and share on care of clothing and on the community (occupations, city life). Selections for children with mental ages from 3 to 8 years and chronological ages of 6 to 14, ranging in readiness to a reading level of 2.8. 1970. 17 pp. 50¢ postpaid; cash must accompany order. Box JW-B, The Instructor Publications, Inc., Dansville, NY 14437.

Reading with Your Child—Through Age 5. Guide to selecting read-aloud books, such as those about children and families; cities; real things and machines; and fantasy, humor, and folk tales. Annotated and indexed. 1970. 32 pp. $1 plus 35¢ mailing charges. Child Study Assn. of America, 9 E. 89th St., New York 10028.

A Selected List of Basic References for the Social Studies Teacher. Includes listings on general bibliographic sources, biography, ethnic groups, law, and U.S. history. Annotated. 1969. 11 pp. 50¢. John F. McAteer, college supervisor, Dept. of Professional Laboratory Experiences, Illinois State University, Normal 61761.

A Selected Sample of Books by and About American Indians with Special Emphasis on the Pacific Northwest. Listings arranged in broad categories, such as biography/autobiography; culture; early history, treaties, and laws; fiction. 1970. 13 pp. 10¢ to cover cost of mailing. Tacoma Public Library, S. 11th and Tacoma Ave., Tacoma, WA 98402.

Social Aspects of Alienation. Annotated bibliography. Includes references on the alienated who are workers, voters, young, old, black, or poor. Selected to increase awareness of the social components of alienation and stimulate further research on the problems involved. 1970. 92 pp. $1. PHS Publication No. 1978. Supt. Doc.

Sources of Good Books and Magazines for Children. Includes general book lists, books about children's literature, list of current books, and lists of specialized materials. Annotated. 1970. 18 pp. 75¢. Intl. Reading Assn., Six Tyre Ave., Newark, DE 19711.

ENGLISH TEACHING

Authors and Areas of Canada. Literary map of Canada. Photo of each author, with biography, list of selected readings, and a brief quote. One of the series, *People and Places in World-English Literature.* Designed to introduce high school and college students to authors of literature written in the English language in areas other than Great Britain and the United States. 1970. 82 pp. $2. Steck-Vaughn Co., P.O. Box 2028, Austin, TX 78767.

A Guide to Effective Communication. A handbook to assist individuals and organizations in developing communications know-how and skills. 1970. 100 pp. $1.50. Walter D. St. John, University of Tennessee, Nashville 37203.

Writing for Left-Handers. Methods used by the author (Pearl F. Whyte) to give corrective instruction to left-handed writers. 1970. 26 pp. $1.25. Bellhaven House, 1145 Bellamy Rd., Scarborough 707, Ontario, Canada.

ENVIRONMENTAL EDUCATION

Air Pollution Injury to Vegetation. Explains how plant injury can be used to determine the kinds and amounts of pollutants present in the air. 1970. 44 pp. $1.25. Cat. No. HE 20.1309:71. Supt. Doc.

Crowell-Author Conversation Record. Discussion of the urgency of the present concern for ecology by Jean Craighead George. Record (33⅓ rpm) and discussion guide (2 pp.). $1. (Enclose money with

request.) Thomas Y. Crowell Co., Dept. of Books for Boys and Girls, 201 Park Ave. South, New York 10003.

Focus on Environmental Education. A guide to help educators relate the environment to the elementary and secondary classroom. Offers assistance in planning, suggestions for programs, and guidelines to evaluation for teachers, administrators, and members of boards of education. 1970. 66 pp. $2. The Curriculum Development Council for Southern New Jersey, Glassboro (NJ) State College 08028.

River of Life. Water: The Environmental Challenge. U.S. Department of Interior conservation yearbook No. 6. Tells of the water pollution problem and the systems Interior-based agencies are developing to improve the quality of our national water resources. Includes photos in natural color, which show water from crystal clear dewdrops to oil-stained oceans. 1970. 96 pp. $2. Cat. No. I1.95:6. Supt. Doc.

SOCIAL STUDIES

The City as a Community. Considers the character of city life and how it developed. Contains a group of selected readings. 1970. 192 pp. 75¢. Washington Square Press, Simon & Schuster, Inc., 630 Fifth Ave., New York 10020.

Congo Kitabu. True account of 12 years spent among the Masai, the Congo Pygmies, and other African tribes. 1969. 448 pp. 95¢. Education Department, Fawcett Publications, Greenwich, CT 06830.

The Consumer. Information to put the buyer on guard against fraudulent practices. Explains purchasing know-how. With selected readings. One in the series, *Problems of American Society.* 1970. 190 pp. 75¢. Washington Square Press, Simon & Schuster, Inc., 630 Fifth Ave., New York 10020.

Consumer Education for High Schools. Designed to acquaint the pupil with the wide range of motivations, needs, and buying considerations that face the consumer every day. 1969. 65 pp. $1.50. Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn 11201.

Crimes and Justice. Uses actual legal cases and the inquiry approach to give students basic understandings necessary to cope with urban life. One in the series, *Justice in Urban America.* Teacher's guide available. 1970. 88 pp. 99¢ net. Houghton Mifflin Co., 110 Tremont St., Boston 02107.

To Establish Justice, To Insure Domestic Tranquility. Final report of the National Commission on the Causes and Prevention of Violence. 1969. 319 pp. $1.25. Universal Publishing & Distributing Corp., 235 E. 45th St., New York 10017.

We Can Save Our Cities. Discusses history and problems of cities. Contains questions and glossary. 1969. 144 pp. $1.25. Scholastic Book Service, 50 W. 44th St., New York 10036.

TEACHER EDUCATION

Parents-Children-Teachers: Communication. Chapter headings include "The Orientation of Children to School," "The Impact of Silent Communication," "Understanding Differences in Parents," and "The Teacher Profits Too." 1969. 76 pp. $1.75. Assn. for Childhood Education Intl., 3615 Wisconsin Ave., N.W., Washington, DC 20016.

Research and Development: Advances in Education. Contains 22 short features which describe educational innovations from preschool to university level. 1968. 110 pp. $1.50. OE 12034. Supt. Doc.

Teacher Aides in Action in Elementary and Secondary Schools. Reports on two years of experience with teacher aides in the public schools of the District of Columbia—from kindergarten through high school. 1969. 67 pp. $1.10. Washington School of Psychiatry, 1610 New Hampshire Ave., N.W., Washington, DC 20009.

A Teacher's Guide to Overhead Projection. Covers the selection, setup, and use of the overhead projector—from basic procedures to television and rear-screen installations. 1969. 96 pp. Free when requested on official letterhead. Manager of Education and Training, Tecnifax Education Division, The Plastic Coating Corp., Holyoke, MA 01040.

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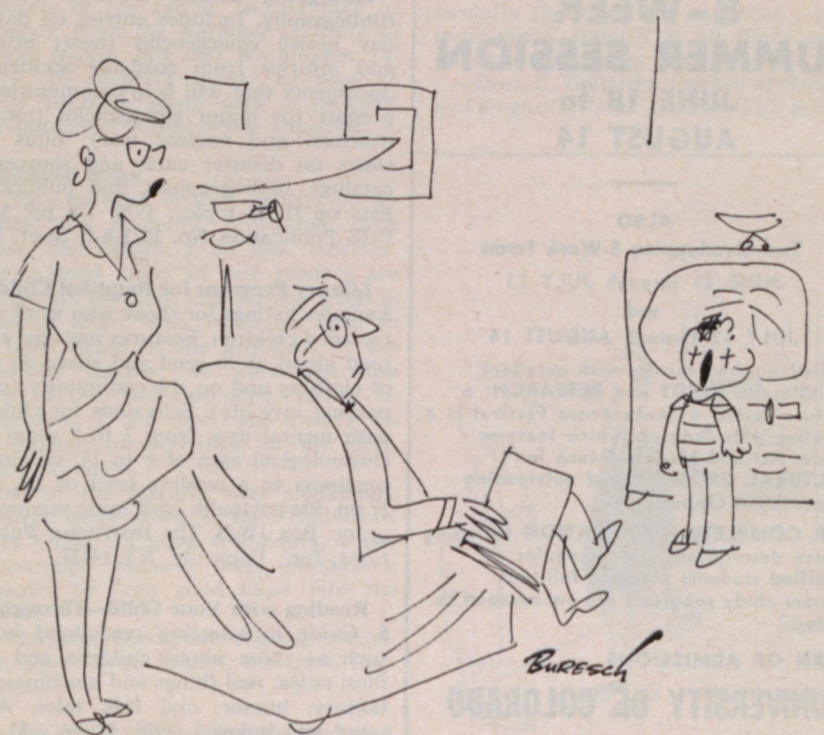

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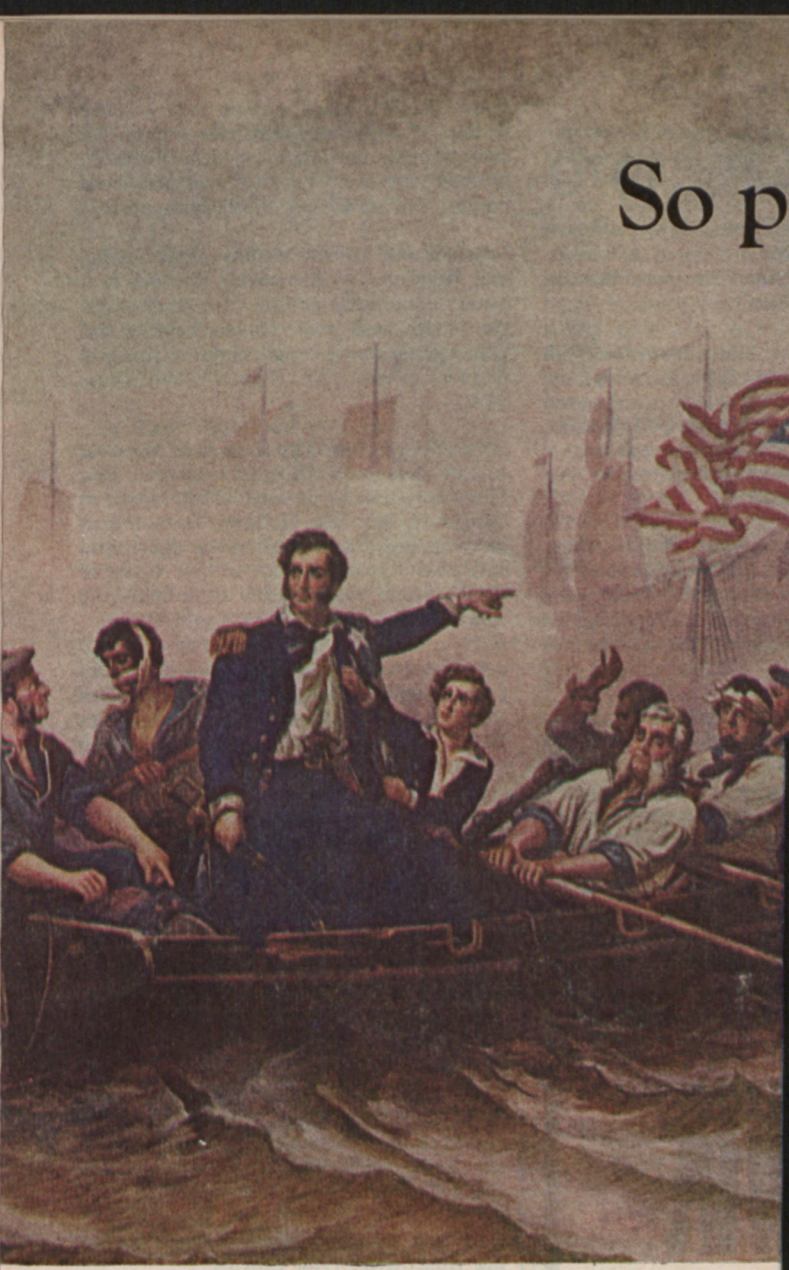

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Best Books for Young Adults, 1970

☐ This list presents books of the past year recommended as good recreational reading for young adults. It was compiled by a committee of the Young Adult Services Division of the American Library Association in cooperation with a nationwide group of participating school and public librarians. The 34 books, chosen from over 100 titles considered, were selected on the basis of young adult appeal; they meet standards of acceptable literary merit and provide a variety of subjects for different reading tastes as well as a broad range of reading levels.

The selection committee included: Reed Coats, Federal Young Adult Library Services Project, Mountain View, California; Helen Cyr, Oakland (California) Public Schools; Barbara Joyce Duree, *The Booklist;* Elizabeth J. Keen, Free Library of Philadelphia; Linda F. Lapides, Enoch Pratt Free Library, Baltimore; Marian McCrady, Flint (Michigan) Public Schools; Rose Moorachian, Boston Public Library; Ruth E. Smith, Skokie (Illinois) Public Schools; and Eileen E. Burgess, Prince George's County Memorial Library, Hyattsville, Maryland, chairman.

I Know Why the Caged Bird Sings. Maya Angelou. In a remarkable, poetic, and very frank autobiography, a black girl tells about growing up in Arkansas, St. Louis, and San Francisco. Mature readers. 1970. Random.

Our Time Is Now: Notes from the High School Underground. John Birmingham, ed. In this stinging anthology, uncensored high school students speak of injustices in the schools, of the home of the not-so-brave, and of changes needed in our society now. 1970. Praeger.

The Simultaneous Man. Ralph Blum. American scientists literally blow men's minds and replace them with the memories and personalities of others in this chilling tale of U.S. and Russian intrigue. 1970. Little.

Ball Four: My Life and Hard Times Throwing the Knuckleball in the Big Leagues. Jim Bouton. Leonard Shecter, ed. Former big leaguer Bouton presents a lively, often funny, but devastating account of the antics of baseball players, managers, and coaches. This is definitely not for hero-worshipers. Mature readers. 1970. World.

Unbought and Unbossed. Shirley Chisholm. The first black woman to be elected to the U.S. Congress won this unique designation the hard way—against the odds of her race and sex and by being "unbought and unbossed." 1970. Houghton.

Drugs and Youth: Medical, Psychiatric, and Legal Facts. Joseph H. Brenner and others. The authors take the reader into the "field" and give clinical studies and young drug users equal time in this objective, informative report. 1970. Liveright.

The Shark: Splendid Savage of the Sea. Jacques-Yves and Philippe Cousteau. The Cousteaus present a world of beauty and danger in this tale of how the members of their expedition studied the shark and carried out research face to face with the most savage animal ever to inhabit the sea. 1970. Doubleday.

Under 21: A Young People's Guide to Legal Rights. Michael Dorman. The author presents legal advice for those under 21 in a clear, straightforward manner and includes subjects, such as dress, hair style, free speech, employment, driving, contracts, voting, criminal law, addiction, and parental problems. 1970. Delacorte.

Journey to Freedom: A Casebook with Music. Landon G. Dowdey, ed. The book combines material from poetry, plays, the Bible, the Beatles, folk songs, and spirituals in a joyous statement on the brotherhood of man and the celebration of life. 1969. Swallow

A Girl Called Judith Strick. Judith Dribben. Judith Strick, 17 when the Nazis captured Poland, tells her story of how she lured Germans into partisan traps, spied for the Polish underground, bamboozled and charmed her Gestapo captors, and survived three prisons, including Auschwitz. 1970. Cowles.

Altamont: Death of Innocence in the Woodstock Nation. Jonathan Eisen, ed. The Altamont Rock Festival, which was to be a West Coast Woodstock but instead became a disaster, is clearly and painfully examined in relation to its meaning to the future of the counterculture. Mature readers. 1970. Avon.

The Ordeal of Running Standing. Thomas Fall. Running Standing, a Kiowa, and Crosses-The-River, his girl-wife, marry for love but part: she to help her people, he to earn success in the white man's world, a quest that inevitably leads to his betrayal and death. 1970. McCall.

Time and Again. Jack Finney. As part of a top secret government project, Simon Morley steps out of the 20th century to take up residence in the New York of 1882 where he becomes involved in blackmail and romance. 1970. Simon & Schuster.

In the Service of Their Country: War Resisters in Prison. Willard Gaylin.

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Six imprisoned war resisters tell their stories in these compelling case histories recorded by Dr. Gaylin, a psychiatrist. Mature readers. 1970. Viking.

The Block. Herb Goro. Pictures and text tell of young blacks' struggle for survival in a decaying Bronx neighborhood and show the underlying pride and hope of people trapped in a hopeless situation. 1970. Random.

In This Sign. Joanne Greenberg. This story of deaf Abel and Janice Ryder and their hearing daughter, Margaret, vividly portrays the isolation and the often frenzied rage of the deaf in trying to cope in a hearing world. Mature readers. 1970. Holt.

Hey, White Girl! Susan Gregory. Susan Gregory attended a black ghetto high school in her senior year and became much more than another "whitey" in this rare and honest book. 1970. Norton.

One Morning in the War: The Tragedy at Son My. Richard Hammer. Without attempting to condemn or excuse, the author has written a carefully researched documentation of the 1968 alleged massacre in Son My (also called My Lai). Mature readers. 1970. Coward-McCann.

The Alternative: Communal Life in New America. William Hedgepeth and Dennis Stock. Photographs and text picture communes as a way of life for "quiet revolutionaries" who feel alienated from the established world and seek the humanness of man. Mature readers. 1970. Macmillan.

The Blessing Way. Tony Hillerman. Joe Leaphorn, Navajo detective, must solve the riddle of a mysterious death and of an Indian spirit—part wolf, part man—who is frightening the people on a lonely reservation. 1970. Harper.

A Peck of Salt: A Year in the Ghetto. John Hough. A personal, moving story of a young white VISTA volunteer and his honorable failure with black junior high school students in Detroit. 1970. Little.

Please Touch: A Guided Tour of the Human Potential Movement. Jane Howard. A *Life* magazine writer subjected herself to every form of encounter group and sensitivity-training program she could stand and came up with this shrewd and delightfully witty assessment. Mature readers. 1970. McGraw.

Soulscript: Afro-American Poetry. June M. Jordan, ed. This fine, discriminating collection views the black experience through the prism of poetry. Some poems are angry and bitter; others, eerie and enigmatic; some, aggressive; others, philosophical. 1970. Doubleday.

Freezing Point: Cold as a Matter of Life and Death. Lucy Kavaler. Cold, once considered an enemy, is now emerging as one of our greatest allies. The author shows how cold is used in medicine, diet, and finally, how cold may overcome death itself. Mature readers. 1970. John Day.

Lost Names: Scenes from a Korean Boyhood. Richard E. Kim. A famous Korean writer tells what it was like to grow up during the oppressive Japanese regime of the 1930's and 1940's. 1970. Praeger.

Daddy Was a Number Runner. Louise Meriwether. Francie, a 12-year-old black girl, faces the daily hazards of life in the Harlem of the 30's. Mature readers. 1970. Prentice-Hall.

The Making of an Ex-Astronaut. Brian O'Leary. A NASA "dropout" tells about his seven months as an astronaut and why he was the first scientist to resign. 1970. Houghton.

Love Story. Erich Segal. Oliver Barrett IV, a rich, cocky Harvard senior, and Jenny Cavilleri, a Radcliffe music type, poor and serious, discover they are made for each other in this funny but touching love story. 1970. Harper.

The World of Soul: Black America's Contribution to the Pop Music Scene. Arnold Shaw. The brothers and sisters of soul—Otis Redding, James Brown, and Aretha Franklin—are all here in this full story of blues and rhythm and blues. 1970. Cowles.

The Crystal Cave. Mary Stewart. Merlin, the baseborn son of royalty in fifth century Britain, uses magic to outwit his enemies until finally he sets the stage for the birth of Arthur, the future king of Britain. 1970. Morrow.

Bless the Beasts and Children. Glendon Swarthout. Five misfits in an Arizona boys' camp sneak out on a daring escapade to save a herd of buffalo from bloodthirsty gun-toting tourists. 1970. Doubleday.

A Slipping-Down Life. Anne Tyler. The story of fat, plain Evie Decker's romance and marriage to a rock singer and their slipping-down life together. 1970. Knopf.

Run Softly, Go Fast. Barbara Wersba. Written in diary form, this is the story of 19-year-old David Marks and his attempt to reconcile his love-hate relationship with his father. 1970. Atheneum.

Snakes. Al Young. MC, a young black musician of the ghetto, makes the stormy journey through adolescence with the help of his grandmother, Claude; a hit record, "Snakes"; and his friends, Champ and Shakes. 1970. Holt. □

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NEA: Helen Bain

NSBA: George Ewan

NASBE: James H. Rowland, Sr.

WRITE TODAY!

President Nixon in his State of the Union Message called for reorganization of his Cabinet for greater efficiency in government. However, since his proposal did not call for a separate U.S. Department of Education, a long-time NEA goal reiterated by Resolution C-25, the Association has launched a massive, nationwide write-in campaign, which was announced in the *NEA Reporter*.

Like thousands of other teachers, you have probably already written to President Nixon. If not, write today.

You are now urged to write also to your Senators and Congressman to explain in your own words why you believe Cabinet status for education is needed.

Here are their addresses:

The Honorable Richard M. Nixon
President of the United States
The White House
Washington, DC 20050

The Honorable .....
House Office Building
Washington, DC 20515

The Honorable .....
Senate Office Building
Washington, DC 20510

Recently, the presidents of the "big six" national organizations in education—American Association of School Administrators, Council of Chief State School Officers, National Association of State Boards of Education, National Congress of Parents and Teachers, NEA, and National School Boards Association—unanimously endorsed giving top priority to establishment of a federal Cabinet-level Department of Education. At a meeting in Washington, DC, NEA President Helen Bain discussed this topic with the other presidents of the big six: Harold H. Eibling (immediate past president as of March 15), AASA; Floyd Christian, CCSSO; James H. Rowland, Sr., NASBE; Pearl Price, NCPT; and George Ewan, NSBA.

Mrs. Bain: We at NEA are happy that this group of presidents and the organizations they represent are in total agreement on making education a top priority in this country by asking for a Cabinet-level Department of Education. We'd like your ideas on how to sell the proposal to President Nixon.

I have already discussed this matter with presidents and executive secretaries of state education associations and of urban associations. These groups have passed resolutions in favor of a Department of Education and have sent messages to the President urging him to establish such a department.

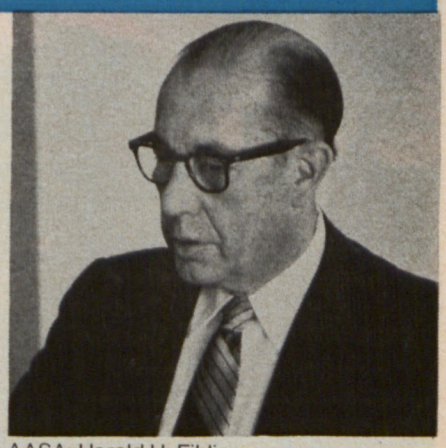
But before we begin discussing how to influence the President, perhaps we should analyze why we believe the federal government needs a Cabinet-level post for education.

Mr. Christian: For at least the last ten years and possibly the last twenty, I have heard this subject discussed at meetings of the various educational groups that I belong to—not only the Council of Chief State School Officers, but the AASA and the NEA. And each year we have resolved so beautifully that we should have a Secretary of Education in our federal government and then we have gone home and

SECRETARY OF EDUCATION!

NCPT: Pearl Price

CCSSO: Floyd Christian



AASA: Harold H. Eibling

forgotten about it. This has been our main problem.

Recently, in meeting with a member of the Florida Congressional delegation, I said, "CCSSO wants to put a high priority this year on getting a Secretary of Education."

He replied, "Well, fine. I didn't know you people were interested in this."

To me, this Congressman's answer indicates that educators in my state haven't really placed a high enough priority on this, and we really haven't gotten down to telling people about our concern. We haven't reached the voters. We haven't reached the members of our Congressional delegation, and I'm sure there must be other states where the teachers haven't done any better.

Yet, having a Cabinet-level Department of Education is vital to the nation. Let's just look at what's been happening in education in the last twenty years. Congress has poured billions of dollars into education. The people of the United States have demanded that the federal government do something to help education. And still education is handled by a Cabinet officer who must also deal with health and welfare.

I think it's time now we reaffirm our need for a separate Department of Education and that we let everyone know that getting this is our number-one priority. We should speak out on this need—and when I say "we," I mean all six organizations. We must say to our members, "Talk about the country's need for a Secretary of Education. Talk about it. Talk about it."

Dr. Eibling: I'd like to elaborate on one of the points Floyd made that I think is important. As he said, Congress has poured a great deal of money into education during the last decade or two. A broad spectrum of programs has emanated from Washington and a lot of them overlap or are duplicates of programs already in existence. This country needs unity in its educational effort and that can only come about when all the federal programs which deal with education are under one Cabinet official.

Mrs. Price: Under our present system we ask one man to be the representative for three of the greatest problem areas in the United States—health, education, and welfare. It is simply not feasible for one person to give adequate attention to each of these.

Because of the great importance of these three areas, they should be separated. Then education would have its proper place, and health and welfare programs would be strengthened, too. The last two are terribly important, also, and I believe they would receive more attention if they were not in the same department as education.

Dr. Eibling: It's almost twenty years since the Department of Health, Education, and Welfare was formed. In that time federal programs in education have increased and so have programs in welfare and health. The HEW budget has increased tenfold. There's ample evidence to support your statement, Mrs. Price. We *do* need separate departments.

Dr. Ewan: I'd like to elaborate just a little bit on what Dr. Eibling has said. NSBA has a resolution endorsing the establishment of a Department of Education to be administered by a Secretary of Education. In the prologue of that resolution, we state that we favor this as a means of improving the efficiency and the administration of federal education programs and of eliminating duplication of efforts and competition among federal agencies involved in such programs.

Dr. Eibling: Another benefit of having a Cabinet-level department would be that education would have greater status throughout the country.

Mr. Christian: Then too, if education is in a separate department, educators will be better able to account for the federal money being spent on education. Money for education won't be mixed in a budget with money for health and welfare. Then, we can really look at education critically and reduce the

"The President now has an opportunity to show the nation that children are as important as soldiers."

duplication and cross purposes that presently exist in government programs in education.

Mr. Rowland: Another benefit that could result from having a Secretary of Education would be that we would have a man sitting directly at the elbow of the President—somebody in a position of influence who would help him make decisions about priorities in education.

Dr. Ewan: A point we haven't mentioned—one being considered at the next national convention of NSBA—is that there be an advisory council to the Secretary of Education made up of school board members from across the nation.

Dr. Eibling: Other Cabinet members have advisory councils of this type, so what you're suggesting wouldn't mean any radical change in the setup of a federal Department.

Mrs. Price: Involving citizens is what the public is crying for today.

Mr. Christian: Mrs. Bain, who is opposed to the idea of having a Cabinet-level Department of Education?

Mrs. Bain: For my part, I've heard only favorable responses to this idea. In fact, it's most encouraging to learn of the tremendous support that we're getting from citizens, teachers, and members of Congress.

Today's teachers realize that education doesn't have the status and the priority that it ought to have in the federal government because it is handled with health and welfare. The President now has an opportunity to show the nation that children are as important as soldiers.

Mr. Rowland: Frequently, people raise the question, Why doesn't the federal government already have a separate Department of Education?

Of course, one answer is that education has been considered primarily a state function; indeed, it is a state function. But considering the emphasis on education today and the amount of federal money that is being spent on our schools, it is imperative that the country have a Cabinet-level Department of Education watching over that important segment of American life.

Dr. Eibling: Also, at one time, a number of Americans feared federal interest in education. But that's pretty much disappeared. Today I think people more readily understand that the federal government has a legitimate role to play in education.

Dr. Ewan: If citizens still fear the idea of federal domination, the presence of an advisory council, as proposed by NSBA, should help allay these fears. This is one of NSBA's reasons for favoring the council.

Mrs. Price: Some federal programs, particularly ESEA Title III, have citizen advisory councils. You might be interested to know that PTA members all over the United States discussed the pros and cons of a Department of Education, and thirty-one states had to approve the idea before the NCPT agreed on this as a priority item.

Mr. Christian: Thirty-one states had to approve?

Mrs. Price: Yes.

Mrs. Bain: It's great that you were working so far ahead on this.

Dr. Eibling: It has occurred to me that some people might look upon this recommendation as a way of getting more money for education. But I look upon it differently. If I were the President of the United States and wanted to find a way to save some of the taxpayers' money, I would establish a Department of Education to eliminate the waste that now goes on because of the duplication of programs in American education.

Mr. Rowland: I doubt that it would be a saving, but I would say that we would get more efficient use of our dollars.

Dr. Eibling: Right. That's a better statement than the one I made. I was thinking more of the waste and the boondoggling that goes on.

Mr. Christian: A Department of Education shouldn't be created, though, for the purpose of dispensing more funds. It should be created so that we have a spokesman close to the President who understands the problems of education.

Mrs. Bain: I wonder if we could talk a little bit about the implementation of this idea. What are some of the things that teachers could do to help get this idea across to the people who could put it into effect?

Dr. Eibling: Well, one of the best ways would be to contact every Congressman and every Senator about this. Teachers, board members, parents, anyone interested in education could write or talk to their representatives in Washington. If the people who represent us in Congress support the idea, we've got a better chance of accomplishing our goal.

Mr. Rowland: Some of our organizations have house organs, which they might use to present a comprehensive discussion of this subject.

And of course, as Dr. Eibling has suggested, each organization ought to make a plea to its members to contact their legislative representatives and tell them of the need for a Secretary of Education.

Dr. Ewan: All of this is so important. But remember there are two ways we can get a Secretary—by Presidential action or by Congressional action. I like the first method best. It would be the easiest, and it might be the quickest. So the way I'd like to approach this is to have our organizations present our case directly to the President. He might create the Cabinet position if he heard our arguments, and we ought not to overlook this possibility.

However, if we are unable to convince him, we would have to get our members, magazines, and newspapers to influence Senators and Representatives.

Mrs. Bain: We should do both because the President will be listening to the opinions of people on the Hill.

Mr. Rowland: I agree, but I still think we ought to make a direct overture to the President.

Mrs. Bain: Yes. You're right. How about contacting governors too?

Mr. Christian: I suspect that the President would be more likely to act if he knew that the governors supported this idea.

Mr. Rowland: An overall effort to gain support for a Department of Education might be perceived by the President in two ways. He could establish the Department by Executive Order or he might ask Congress to establish the Cabinet office as a part of his legislative program.

Dr. Ewan: I'd like to emphasize that our recommendation to create a new post in the Cabinet for education is not a criticism of Elliot Richardson as Secretary of Health, Education, and Welfare. . . .

Mrs. Price: Let's make that clear.

Dr. Ewan: Or with Sidney Marland as the Commissioner of Education. We have no quarrel with these people. We're only looking to the future, to the possibility of improving the opportunities for education.

Mr. Christian: That's a very important point. Richardson and Marland are fine men.

Dr. Eibling: Yes.

Mrs. Bain: To sum up, then, we believe the establishment of a Cabinet-level Secretary of Education is important in order to give direction to the various educational activities of the federal government and to prevent overlapping and duplication in these programs. Also, the problems of education are of such a magnitude that they need the full-time attention of a spokesman at the federal level—someone who will have the ear of the President and can provide information to Congressmen who must authorize funds for and legislate programs in education.

We have set forth the issue squarely. Let us hope our national leaders respond favorably. □

The Nobel Prizes

DONALD ROBINSON, *author of many books and articles.*

□ **The staunch Swedes who administer the Nobel** prizes have had to cope with some strange problems in the course of the past 71 years.

There was the cold December day when the great Indian poet, Rabindranath Tagore, looking like a biblical prophet with his long white beard, his flowing white robe, and his sandals, arrived in Stockholm to receive the 1913 Nobel Prize for literature. He was leading a goat on a leash. She must, he insisted, live in the same plush hotel with him.

Horrified officials of the Nobel Foundation offered to keep a herd of Swedish goats outside the hotel so Tagore could have goat's milk whenever he wished, but the poet refused. He said he'd return to India unless his own goat could stay on the same floor with him.

The Indian goat had a private room in the most luxurious hotel in Europe for 10 days. She kept other guests awake with her incessant baaing, but the award ceremonies went off unruffled.

A more serious problem was the Cassandra-like wailing that originally greeted Alfred Nobel's idea for a series of awards to honor the outstanding achievements of science, medicine, literature, and peacemongering. Some of the most powerful voices in Sweden protested the $9,200,000 bequest that the millionaire Swedish inventor made for this purpose.

"A more unfortunate will than Nobel's has surely seldom, if ever, been probated," the influential newspaper, *Svenska Dagbladet*, declared.

"If one could only add up in advance, to speak plainly, all the corrupting influences which this strange document will have, even during the next fifty years, on both the organizations or institutions that have been entrusted with the distribution of these prizes and on the hordes of successful or disappointed candidates for the awards, the net result would unquestionably be that every true Swedish patriot would prefer to see the Nobel fortune sunk to the bottom of the sea rather than have it used for the purposes specified by the testator."

By and large, the Nobel Prize administrators and judges have been able to resolve most of the tricky problems that have confronted them. Through their taste and integrity, they have made the Nobel prizes into history's most illustrious symbols of intellectual attainment.

No one was like Alfred Nobel for getting new ideas. At the time of his death, he held 355 patents. He was born in Stockholm in 1833 and taken early to Russia by his father, an inventor and manufacturer who had a fine talent for making fortunes and swiftly losing them. Alfred was a sickly child and remained very frail all his life. "Alfred Nobel, a miserable half-life," he ruefully wrote once, "should have been choked to death by a compassionate doctor as soon as he entered life with a howl." Although he had scarcely any formal education, he became a top-notch chemist and a linguist who spoke five languages like a native. At 21 he returned to Sweden from Russia, but spent most of his later life abroad, in Paris chiefly. He never gave up his Swedish citizenship, though.

His first and probably most important feat was the invention of a detonator in 1862 that could safely explode the dangerous oil, nitroglycerin. In 1867, he patented his most dramatic discovery, dynamite. By 1875, he'd come up with something even more potent: He added gun cotton to nitroglycerin and obtained blasting gelatin. In 1888, he developed the first nitroglycerin smokeless powder.

As valuable in peace as in war, Nobel's explosives set off a revolution in road building, tunnel digging, and mining. He didn't stop with explosives. He perfected a valuable varnish; created a method of manufacturing the essential ingredient of artificial silk, a precursor of rayon; and even made a set of rockets and parachutes into what was probably the first system of aerial photography.

Before long, Nobel was one of the richest men in the world, with an industrial empire stretching over five continents. None of this wealth and success brought him any appreciable amount of happiness, however.

He was, in his mid-fifties, a dark little man, with a high forehead, a shaggy moustache, a bushy, gray-streaked beard, and a gloomy expression. He could be witty with a dry sense of humor, and sometimes he could even be fun. Mostly, he was a recluse, cynical and suspicious.

"You refer to my friends," he bitterly wrote in a letter. "Where are they? On the muddy bottom of lost illusions or busy listening to the rattle of saved pennies. Believe me, numerous friends one gains only among dogs which one feeds with the flesh of others, or worms which one feeds with one's own."

He never married. At the age of 43, he fell wildly in love with a 20-year-old girl, whom he kept in luxury for

18 years, showering her with money, jewels, carriages, and a villa. Ignorant, vulgar, and grasping, she never stopped betraying him, and he was well aware of this.

Next to science, Nobel loved literature best. He read omnivorously—Hugo, Balzac, Maupassant, Ibsen, Tolstoy, Gogol. He adored poetry, particularly Shelley's. He himself wrote poems and plays in several languages. One time, just for amusement, he translated Voltaire into Swedish and back into French.

Peace, however, was Nobel's passion. He thought war "the greatest of all crimes." Like nuclear physicists of a later year, he fondly expected his explosives to make war so horrible that no nation would dare resort to it. "My factories may well put an end to war sooner than your congresses," he optimistically wrote his friend Baroness Bertha von Suttner, the peace crusader.

Who gave him the notion of the Nobel prizes? No

Each year on December 10, the anniversary of Alfred Nobel's death, current Nobel prizewinners receive checks, gold medals, and diplomas, after which they dine formally in this splendid room in Stockholm's Town Hall. Simultaneously, a twin ceremony honoring the winner of the Peace Prize occurs in Oslo, Norway. These are occasions of tribute and rededication.

Photograph by Volkmar Wentzel © 1964 National Geographic Society

one knows with certainty. The beautiful Baroness von Suttner claimed that she suggested the Peace Prize, but the likelihood is that Nobel had been thinking about it for many years before his lonely death in Italy in 1896. His will left the bulk of his estate, 31,000,000 kronor, for a prize fund.

"One part to the person who shall have made the most important discovery or invention within the field of physics; one part to the person who shall have made the most important chemical discovery or improvement; one part to the person who shall have made the most important discovery within the domain of physiology or medicine; one part to the person who shall have produced in the field of literature the most outstanding work of an idealistic tendency; and one part to the person or society who shall have done the most or the best work to promote fraternity between nations, for the abolition or reduction of standing armies, and for the holding and promotion of peace congresses."

The will proposed that the physics and chemistry prizes be awarded by Sweden's Royal Academy of Sciences; the medical prize by the Royal Caroline Medico-Chirurgical Institute in Stockholm; the literary prize by the Swedish Academy (of literature); and the prize for "champions of peace" by a committee of five persons to be selected by the Norwegian Storting (parliament). Norway was part of Sweden then.

"It is my express wish," Nobel wrote, "that in awarding the prizes no consideration whatsoever shall be given to the nationality of the candidates, so that the most worthy shall receive the prize, whether he is a Scandinavian or not."

Brutal infighting commenced immediately. Members of the Nobel family went to court with troops of lawyers to try to overturn the will. Several institutions named in the will as prize-awarders were horrified and refused at first to have anything to do with the program. Even King Oscar II of Sweden had angry misgivings. The Peace Prize he wanted dropped, afraid that it would cause nasty controversies. "Your uncle has been influenced by peace fanatics, particularly by women," he complained to Emanuel Nobel.

Settling all the legal and political battles took four years. And the first prizes, awarded on the fifth anniversary of Alfred Nobel's death, created a prime stir. The prize for physics went to Wilhelm Konrad Röntgen of Germany for his epochal discovery of X rays. That discovery had almost caused a worldwide panic. After publication of Röntgen's historic photograph of the bones in his wife's hand, women everywhere were afraid to go outside their homes because they believed that men wearing X-ray spectacles could see through their clothes.

The first Nobel prizes were worth $30,000 to each recipient. Through judicious investments, the prize fund has more than doubled in value, and last year the prizes were worth $78,400 apiece.

The procedure for picking the prizewinners is now well established. Nominations may be made by former Nobel prizewinners, by members of the prize-awarding institutions, by government leaders, members of parliament, jurists and other international experts, by faculty members of various distinguished universities and some other eminent professors, as well as by the presidents of certain authors' societies. Any person who nominates himself for a prize is automatically barred from consideration.

Nominations must be in by February first. Then come the months of judging. Each of the prize-awarding bodies has a committee of three to five members that screens the nominees. A committee can call in any outside expert, domestic or foreign, to assist it.

By the first weeks of autumn, hush-hush reports on the top contenders are sent to the members of all the Swedish prize-awarding groups. In the case of literature, four of the Swedish Academy's 18 permanent members screen the writers. They read their books in Swedish translations or in the original and agree on six finalists, whose best writings are translated into Swedish and sent to the other Academy members.

Only the Peace Prize Committee works a bit differently. This committee, whose members are chosen by vote of the Norwegian Storting, makes the actual choice of the Nobel peace laureate itself. In October and November, the various awards are announced.

Special Nobel institutes have been organized to help the prize-awarding groups in their judging. The scientific and medical institutes also do significant research work. The literary and peace institutes have built splendid libraries—the Oslo library has collected more than 75,000 different volumes on peace. The Nobel Foundation oversees all activities from its headquarters in Stockholm.

In recent years, the biggest development was the initiation of a new Nobel prize (1969)—for economics. In commemoration of its 300th anniversary, the National Bank of Sweden financed this prize, the winner of which is chosen by the Royal Academy of Sciences.

To date, 408 Nobel Prizes have been awarded to individuals and to such institutions as the International Red Cross and the United Nations Children's Fund (UNICEF). The breakdown goes like this: 92 prizes for physics, 79 for chemistry, 104 for medicine, 66 for literature, 64 for peace, and 3 for economics. The figures vary from category to category because in some years prizes are not awarded in some fields, or, as often occurs, prizes are shared.

Some of the most luminous names in mankind's annals have been honored: Albert Einstein, Marie Curie, Max Planck, Niels Bohr, Ernest Rutherford, Willard F. Libby, Ivan P. Pavlov, Frederick Banting, Alexander Fleming, Wendell Stanley, Anatole France, George Bernard Shaw, Thomas Mann, Winston S. Churchill, Woodrow Wilson, and Jane Addams. The roster includes the names of three illustrious black men: Martin Luther King, Jr., Ralph Bunche, and Chief Albert John Luthuli.

An analysis of the prizewinners provides some intriguing statistics. The United States has had, far and away, the most prizewinners—105. Great Britain follows with 62, Germany with 55, and France with 41. Russia has garnered a mere 13. In all, prizes have

gone to people from 33 nations, including such small spots as Guatemala, Israel, and Iceland.

Fourteen women have won Nobel prizes. A French woman—Marie Curie—was the first person to win prizes in two different categories. In 1903, she shared the prize for physics with her husband, Pierre, and with Antoine Becquerel. In 1911, she won a prize alone, for chemistry. The only other person to repeat her feat is the American Linus C. Pauling. He won the chemistry prize in 1954, and in 1962 he won the highest accolade of all, the Nobel Peace Prize.

Three married couples have jointly won Nobel prizes. First were Pierre and Marie Curie. Next, Frédéric and Irène Joliot-Curie of France won the chemistry prize together in 1935. Carl F. and Gerty T. Cori of the United States shared the medical prize in 1947.

Two prizes have been awarded posthumously: one to the Swedish poet, Erik A. Karlfeldt, in literature in 1931; the other to Dag Hammarskjöld, the Swedish secretary general of the UN, for peace in 1961.

Two men have declined Nobel prizes for literature: Jean-Paul Sartre, the French author and existentialist philosopher, in 1964, and Boris Pasternak, the antitotalitarian Russian novelist and poet, in 1958. Pasternak would have accepted gladly but the Soviet government put such intense pressure on him to refuse that he said a sad "No."

Dictators invariably seem to go wild with rage when their critics are honored. In 1935, a Peace Prize was awarded to Carl von Ossietzky, a pacifist editor who'd fought gallantly to halt German rearmament. He couldn't be present at the award ceremonies; he was in a Nazi concentration camp. The award so infuriated Hitler that he issued a directive forbidding any German national from ever accepting a Nobel Prize.

When another fine antitotalitarian novelist Aleksandr Solzhenitsyn was awarded the 1970 prize for literature, the outraged Kremlin let loose a torrent of incredible invective against him, so much so that he was afraid to attend the award ceremonies. He feared that the Kremlin wouldn't allow him back into his beloved Russia.

The day Foreign Minister Aristide Briand of France received the Nobel Peace Prize for 1926, an official of the Nobel Foundation asked for the name of his bank in order to deposit his prize money for him. M. Briand embarrassedly replied that he didn't have a bank account; he'd never had enough money to warrant opening one.

The prize money has been a godsend to many Nobel laureates. It enabled the Norwegian poet, Björnstjerne Björnson, to pay off the mortgage on his farm. It permitted Pierre Curie to quit his detested teaching, and let Marie put a new bathroom in her house. In contrast, Jane Addams gave her prize money to the Women's International League for Peace and Freedom, while Fridtjof Nansen used his prize money to construct two agricultural schools in Russia. With his second wife's approval, Einstein gave his prize money to his first wife to repay her loyalty during his younger, poorer years. The rest he gave to charity.

Unquestionably, the Nobel prizes have had traumatic effects upon the lives of many winners. André Lwoff, who shared the 1965 prize for medicine with his fellow geneticists, François Jacob and Jacques Monod, soon remonstrated, "We have gone from zero to the condition of movie stars. We have been subjected to what may be called an ordeal. We are not used to this sort of public life, which has made it impossible for us to go on with our work. . . . Our lives are completely upset."

A sociologist who made a careful study of the scientific output of Nobel prizewinners before and after their awards found that the number of papers published by laureates dwindled an average of 33 percent over the five years following the awards. Nor was this just a matter of their growing older. The decrease in the laureates' output was three times as sharp as that of their nonprize-winning colleagues of the same age. Obviously, fame takes its toll.

Still, there can be little doubt that Nobel prizes help to make better lives for laureates. New students flock to them, new university chairs are endowed, new laboratories are built, new authority granted. Before Lwoff and his two confrères won their prize, they were getting nowhere fast in their efforts to oust their old-fashioned, reactionary chiefs at the Pasteur Institute in Paris. Within three months after their award was announced, the old guard was finished and the young laureates had control of the Institute.

It should also be recorded that in addition to many wise judgments, the Nobel Prize panels have made some startling blunders of omission and commission. They have passed over some of the most towering figures in history: Tolstoy, Ibsen, Strindberg, Zola, Kafka, Proust, Brecht, and Malraux. They ignored Edison, the Wright brothers, and the splendid French chemist Henri Le Chatelier. Sigmund Freud never won a prize. Nor did Mahatma Gandhi.

Yet many inconsequential individuals have been emblazoned in history. For example, Johannes Fibiger got a prize for cancer research that proved to be hopelessly in error. A nonentity, Fritz Pregl, received a prize in chemistry. To put it mildly, there have been some sorry choices. One can only hope that the judges will not again slip so blatantly.

All in all, the program's impact on civilization has certainly been helpful. Glenn T. Seaborg, chairman of the Atomic Energy Commission, who won a chemistry prize in 1951, put it neatly. "The Nobel prizes . . . have demonstrated the potential of, and stimulated research in, essentially new fields. They have been the instruments of financial and moral support for important new research centers built around Nobel laureates and populated by brilliant students. . . . (They) have created heroes as models for young people, and have been an important source of public education in the progress of science."

And surely the Peace prizes have inspired many persons to strive a bit harder for international understanding and amity. □

HENRIETTA M. KRAHULIK, *English teacher, Northview Junior High School, Indianapolis.*

WANTED

□ **The boy seemed to be a permanent resident of the** small room set aside for chronic discipline cases. He'd dressed his grasshopper frame in clothes that begged for attention: clompy boots, jeans as tight as curtains on curtain stretchers, and a streaked Che Guevara-type jacket. The once blue jacket and jeans may have had a run-in with bleach and come off second best. That hair! Surely that black thatch caused him to see through his glasses darkly.

Once as I passed, February's thin sunlight and the office window's grillwork conspired to throw bars across the glassed-in boy. Why, he's in a cage—probably a cage of his own making, I amended.

"Who's the boy in solitary?" I asked Mr. Patman, boys' counselor.

"You're new, Mrs. Krahulik, or you'd know he's Joe O'Mara, the reason teachers climb walls or become teaching dropouts. Sad case."

"Yes?" I encouraged.

"One word describes Joe: unwanted. He was an unwanted baby; his mother told us so. He's been unwanted in classes, from kindergarten on. Not forever, though, will Joe be unwanted. He's headed for top billing on the 'Most Wanted' posters that decorate post offices. He's fourteen now. When he was five, his baby sister was killed in a fire in the home. His parents think Joe was playing with matches before the fire started."

"Guilt-edged?"

"Maybe. Joe's parents—solid, middle-income people—have had him probed and dissected by child psychologists. Their comments: 'hostile, masochistic, begs to be caught. . . .'"

"According to Skinnerian psychology," I said, "whatever gives pleasurable reinforcement tends to result in repetition of an activity. We're *pleading for encores* from our compulsive show-off!"

With the zeal of a conservationist, I exhort, "Save the unwanted!" So the next day I told Mr. Patman, "I want him."

"Whoa, back up. Who, what, when?"

"Joe, English 7, tomorrow."

"You feel OK?"

Joe echoed Bill Patman's concern for my health. "You crazy?"

"I hope not. I said I have a homestead staked out for you in B105."

"Why?" Joe stood stiff-legged and bristling, a hound dog sizing up a porcupine.

"Why ask why?" I countered. "Come, settle." Settle he did, flaunting his badge of garish clothes. For two weeks he held his cockiness in tight rein. Then one day he muttered, "Dullsville," and fell asleep.

"Nudge him, Bart. Joe, you forgot to tell us 'good night.'" What a charming grin!

Assuming that every adolescent is a Ptolemy, the center of his own universe, I reasoned: A boy who gets his kicks from losing might satisfy his need for ridicule by means of an appropriate surrogate. So . . . I set Joe the task of writing a first-person-singular narrative in which the first-person-singular was a ridiculous lout. Joe created a character who was the fall guy, and Joe, as author, was freed to work constructively. Successful.

If I could graph Joe's progress like a chart, I would label February a success peak. March would be a chasm. "Joe's suspended," Kim reported. "Someone mouthed off about his horrible jacket."

Had Joe reverted to his old behavior pattern, become a—what is the word—recidivist? He had. When he returned to class, his go-slow approach to grandstanding shifted to full speed ahead. The class exercised Spartan-like restraint, and I followed William

This true story was a prizewinner in the 1970 Teachers' Writing Competition. For other outstanding school stories, see *Schools Are People: An Anthology of Stories Highlighting the Human Drama of Teaching and Learning.* The new volume presents fiction and nonfiction stories about teacher-pupil, teacher-colleague, and teacher-parent relationships written by teacher-authors and by well-known writers, such as Stephen Vincent Benét, Art Buchwald, Shirley Jackson, Bel Kaufman, Jean Kerr, Harper Lee, and James A. Michener. The stories, from *Today's Education* and other sources, cover all levels of education. 193 pp. Cloth, $5.25, #381-11958; paper, $3.50, #381-11960. Order from NEA Publications-Sales Section, 1201 16th Street, N.W., Washington, DC 20036.

James' advice: "The art of being wise is the art of knowing what to overlook."

April began as a rerun of March. Another suspension. "Joe goes in and out of school like he's caught in a revolving door," Jake remarked.

Expecting to reclaim Joe this time was as unrealistic as expecting to smuggle morning past a rooster. I tried, but the students, at best lukewarm to Joe, now openly resented him. "We enjoy this class," several said, "when Joe's gone." Joe overheard.

When the humidity thickens, clouds darken, and lightning flickers, Hoosiers begin an anxious sky watch. Tornadoes are aborning.

The big blow struck April 21. I entered fifth period and found a free-for-all in full swing. Root of trouble? Joe (who else?) and his philosophy: "Do unto others before they can do unto you." Somehow I steered the class into discussing various plans for April 22, Earth Day.

I seemed calm, but I waged silent war. With various devices, I countered Joe's periodic bids for attention: slammed-down books, raspy throat clearings, humming. First came the evil glare I'd perfected in front of my bathroom mirror. (My eye control is a talent I'm proud of; it saves voice and feet.) Joe grinned back. Next came my very nasty glare, which I reinforced by jabbing my finger unmistakably at Joe. He yawned.

The class ignored him. They suggested several projects for April 22: boycott buses and walk to school, demolish and bury an old junker.

"Earth Day, not Mirth Day," I cautioned. They agreed on a sensible litter-cleanup project and arranged to work in special groups, pointedly excluding Joe. Joe's thrust was stilletto-sharp. "How old are you? Sixty?"

"Not quite."

"You gonna send me to the office?"

"No. I took you for better or worse until June do us part."

"I'll keep causing trouble. What're you gonna do about it?"

"Something drastic."

"Like hitting me?" He whipped off his glasses. "C'mon, hit me!"

What a porcupine-baitin' hound dog! To gain composure, I applied fresh lipstick, vivid red, a shade unfashionable this year. I advanced toward Joe, smilingly pleasant. Pleasant? I was brewing the blackest thoughts.

"You crazy?" Joe muttered.

Yes, crazy to bother with you, you insolent, incorrigible pip-squeak. Marianne giggled nervously. Feet shuffled; the clock wheezed. Cafeteria whiffs drifted in—spaghetti? There was a somnambulistic unreality about it all. I wanted to slap that smirking face, to slap and slap and slap.

Joe had leaned back in his seat. I bent over his upturned face, our eyes locked, and I saw myself reflected in the eyes of a wayward, troubled boy.

He made everything that was made and found it good, very good. Good, in the beginning, but along the way . . .

Joe tensed for my blow.

Along the way we despoil—the good earth, one another, ourselves.

I brushed Joe's hair back and branded his forehead with my fiery lipstick. I kissed Joe.

The class exploded in a bombshell of laughter that was a close cousin to hysteria. Down Joe's cheeks trickled two fat tears, a torrent, and he slumped onto his desk, sobbing.

As abruptly as if a machine had been switched off, the laughter stopped. I shoved a rest-room pass to Joe. He fled.

"Hey, he's not so tough," Jackie marveled.

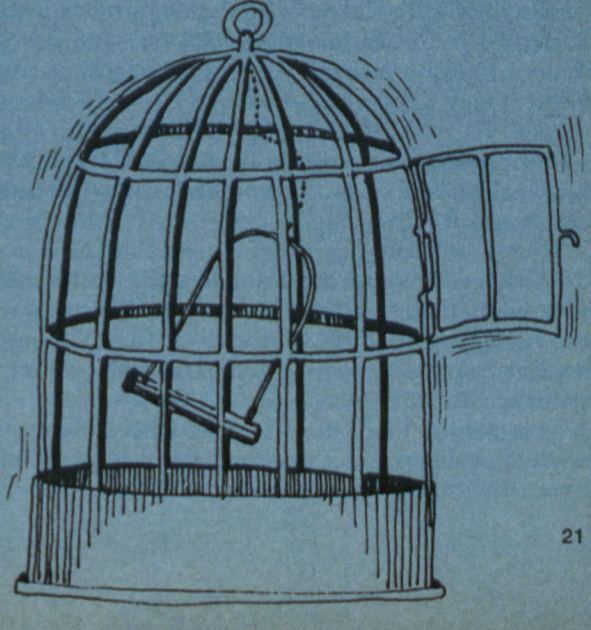
"Joe's like a thin-shelled egg," I said, "seemingly impervious but inwardly fragile."

"Let's include him in our Earth Day cleanup."

The next day a sneaker-shod, jacket-shed Joe sidled into the room. "Am I welcome, Ma'am?" (I'm sorry, his tone said.)

"Welcome, Son."

April 22, Earth Day, Joe's rebirthday? It's up to Joe. He was weighed by his peers and, on that day, was found wanted. □



STUDENT TEACHING Is DISMAL the right word?

Educators from all parts of the country reacted to Charles E. Silberman's article, "Even Student Teaching Is Dismal," in the January issue of* TODAY'S EDUCATION. *Some of their responses follow:

For the past three years, a group of urban-educated graduate students from San Francisco State College have had a different type of student-teaching experience in the rural, conservative community of North Fork in eastern Madera County.

For two weeks, student teachers live with local teachers, hold seminars and discussions with local educators and supervisors, attend local community activities, visit local industries, and attend programs presented for them by the Sierra Mono Indian Museum to get a better understanding of the cultural background of the Indian children who make up a large percentage of the school enrollment.

The youngsters have taken immediately to the college students and have responded to them with respect and admiration. After the departure of the trainee teachers, many North Fork children are very sad.

—Raymond F. Ensher, *teacher of grades 7 and 8, North Fork Union School; and executive secretary, Madera County Division, California Teachers Association.*

Just recently, so recently in fact that I still call the class roll in my sleep, I completed my student-teaching program. I passed!

Grades and quality points meant nothing to me. Or did they? I was graded under a pass-fail system—a system that allows the student teacher to question and disagree with his supervisor and cooperating teacher because he doesn't have to worry about jeopardizing his grade.

As a result, there is more interaction between the student teacher and the cooperating teacher and between the student teacher and the college supervisor. Instead of concentrating on charts and forms to evaluate what I was doing and how well I was accomplishing my aims, we discussed my strengths and weaknesses. We talked about methods and objectives. I was a person and not just a name in their folders. And in the end, I passed.

—Gerry Fabian, *senior, Mansfield (Pennsylvania) State College.*

I did my student teaching in an exceptionally fine program, the University of Wisconsin intern program.

For an entire semester in the senior year, two interns serve as full-time teachers on a team with at least two cooperating teachers. As an intern, one's only academic responsibility is to the cooperating school; no university courses are taken. The school system pays a small salary to each intern for the semester's work. A university supervisor observes each intern every other week, and the cooperating teachers observe as occasions present themselves.

My personal experience in the intern program was particularly beneficial. My partner and I had a class with only 16 sixth graders, while each of our two cooperating teachers had 30 pupils. The four of us did the general planning for all sixth graders as a team. On all other matters, my partner and I were responsible for our own class.

We learned by experiencing, by trial and error, by our own experimentation. We suffered through painful days but had some truly joyful ones. More importantly, the children learned with us.

Our greatest problem was lack of feedback from experienced teachers; however, the feedback from the 16 children was very valuable and perhaps superior to that which the teachers could have given us. (One difficulty with student-teaching supervisors is that they often try to create a beginning teacher in their own image, rather than to assist him in the development of his own personal style.)

—George R. Affeldt, Jr., *lieutenant junior grade,* USS Harlan R. Dickson, *FPO, New York.*

Teacher education must be completely restructured if it is to prepare teachers adequately for the schools of tomorrow. I agree with those who favor a network of schools organized into a partnership with a university, establishing a relationship in which neither the university nor the schools dictate the content of the program.

Establishing a two-way consultative relationship in which personnel from the university work closely with school districts should have a beneficial effect on both educational levels and should make teacher education more relevant to the current educational scene.

A cooperative program should be designed to enable experienced public school teachers to participate in a major way in preparing prospective teachers for the roles and demands of the modern school. Such a program should begin in the freshman year of college and should include extensive experiences, including seminars held in the public schools and taught by outstanding classroom teachers and college faculty.

—Donald V. Grote, *superintendent of schools, Wilmette, Illinois, public schools.*

I think the teachers today are beautifully prepared academically but that their area of greatest weakness is classroom control. Colleges need to inform aspiring teachers of the many acceptable means of praise and punishment that are effective in dealing with children.

—Ellen L. Gries, *third grade teacher, Lawrence School, Waukesha, Wisconsin.*

The relationship between the student teacher and the regular classroom teacher pictured in the article does not reflect the situation in my classroom. The student teacher, Mr. Silberman states, is "a visitor in someone else's classroom, and visitors are not welcome to rearrange their host's furniture, alter his schedule, revise his curriculum, or change the atmosphere he has labored to create."

In my initial conference with a student teacher, I stress Emerson's philosophy that "imitation is suicide" and tell him to operate primarily from his own philosophy, to adjust the curriculum to his own objectives, to use his own methods his own way, and to be responsible for grading the pupils.

—Don C. McGlothlin, *English teacher, William Howard Taft High School, Chicago.*

I agree with Mr. Silberman. Student teaching is dismal, but from an aspect he never considered, namely, that student teachers are often placed in a situation for which they have not been adequately prepared.

In my years of teaching, I have yet to find education professors or professors of other fields visiting public schools to find out what is really going on in the classroom. Many education professors are as far out in left field as Mr. Silberman is when he begins to write about the classroom. So-called education experts drop in once in a while (10 minutes or so) to learn *all* about the educational system.

When students begin their practice teaching, they often find that life in the classroom is very different from what they have been led to believe. Too often they find that they have wasted time in education classes and that youngsters are excited about new methods and programs of which college professors are completely unaware.

From my observations, most college supervisors couldn't care less about the student teacher. When they visit the student, many act as though the experience is a bother that is keeping them from something more important.

Some colleges and supervisors do a great job, but in my opinion too many of them are satisfied to sit back and criticize.

—Deloy Spencer, *teacher, Weber High School, Ogden, Utah.*

When a student teacher comes into my classroom to do his cadet teaching, I say, "From here on, it's team teaching all the way. We'll plan our class program together."

Too often there's a temptation on the part of the cooperating teacher to use the cadet teacher as an errand boy or as someone to correct papers, rather than as an equal member of a team. To try to avoid this, cooperating teachers should be screened and carefully chosen. Cadets have much they can give to a cooperating school; we are the losers when we don't use their potential.

—Esther S. Huestis, *first grade teacher, Celoron Branch, Southwestern Central School, Jamestown, New York.*

Student teaching is the most gruesome experience I have ever undergone. Many of my colleagues concur. The reasons for this are as follows:

- A student teacher is under much pressure to succeed while student teaching. Many school districts look only at the student-teaching grade before they even consider hiring a new teacher.
- Oftentimes school officials tell a student teacher that he will be given the same opportunities to participate in the life of the school as would a regular teacher. So, he is assigned duties, such as cafeteria monitor and playground guard, and given the "opportunity" to decorate the cafeteria, plan assembly programs, attend parent-teacher functions, fill out reports and forms, and perform numerous other tasks, all in the name of "gaining experience."

A student teacher must also, among other things, plan and write detailed lesson plans, discuss plans and problems with the cooperating teacher and supervisor, and teach.

- Too much emphasis is placed on one student-teaching experience, especially in light of the fact that "in some respects . . . practice teaching may do more harm than good" as Mr. Silberman points out. Since "all too often, the classroom teacher affords anything but a proper model of how to teach," why should a student teacher have only one classroom teacher to

(*Continued on page* 70)

ROBERT M. BALL, *U.S. Commissioner of Social Security, Department of Health, Education, and Welfare.*

YOUR PERSONAL FINANCES

SOCIAL SECU

□ **Social security has changed the face of America in** little more than a generation. People who would otherwise be among our most economically vulnerable groups—the retired aged, widows and orphans, the totally disabled—have income they can count on month after month as a matter of earned right. This has been accomplished with the enthusiastic acceptance of the vast majority of Americans.

Thirty-five years ago, when social security became law, few had pension rights of any kind and few had continuing income protection for their families in case of death or disability. Today, just about all Americans are earning benefit rights and more than 26 million people are getting almost $3 billion in benefits every month.

Private insurance and private pensions have grown side by side with social security; indeed, social security may have stimulated the development of private retirement plans. Without social security, many employers would have been unwilling or financially unable to set up plans to provide income security in retirement. Having social security do the basic job enabled employers to establish plans providing supplementary benefits. In 1935, the number of Americans covered by private pension plans stood at less than 3 million; today more than 31 million are covered. The same growth is true of individually purchased annuities, and the amount of all kinds of life insurance in force today is more than ten times what it was in 1935.

What has emerged is a comprehensive, three-pronged approach to economic security that is uniquely American. Social security provides the basic protection for almost everyone. Private savings, insurance, and pensions offer additional protection to those who are able to obtain it. And public assistance programs fill the remaining gaps for people whose means are not sufficient to provide for their basic subsistence or their special medical needs.

Although Congress has amended the Social Security Act many times in the past 20 years, the basic approach has remained intact. Changes in the Act have increased benefits or added new forms of insurance protection.

Amendments to the law have also extended its protection to occupational groups previously without coverage. Public school teachers are one example. Because the original act covered only employees in commerce and industry, public school teachers did not come under social security. However, amendments enacted in 1950 and 1954 have permitted them to be covered under special agreements between individual states and the federal government. Today, about 2 million full-time teachers in public colleges and schools have the protection of social security, usually in addition to their own retirement systems.

To the American worker, the importance of economic security lies not only in having the protection against loss of income but in being aware ahead of time that the protection will be there. Awareness of the protection social security offers was never more important than it is today. In December 1970, 26.2 million people were drawing benefits. They included 13 million retired workers; 7 million elderly wives and widows of workers; 2 million disabled workers under 65 and their wives; and 4 million children of retired, deceased, or disabled workers. Nearly all Americans 65 and over had the protection of Medicare.

Workers can retire under social security any time after 62. However, if they retire before 65, their checks are reduced to take account of the longer period over which they must be paid. A woman teacher whose work has been covered by social security can get retirement checks based on her work; or, if she is married to a retired worker, she can get a wife's benefit. The amount of her monthly check is equal to the larger of the two benefits. Similarly, if she becomes a widow, she will receive a check representing a widow's benefit or her worker's benefit depending on which is the larger of the two. Because we maintain a field force in 800 district offices across the country, a question about social security or an application for benefits is usually just a telephone call away. We usually suggest that a person approaching retirement telephone the nearest office to get clarification several

months ahead of time and that he apply for Medicare coverage 2 or 3 months before reaching age 65, to insure that he will have such coverage as soon as he reaches that age.

Younger taxpayers who sometimes complain that social security is for old folks forget that their social security protection is not just for the future. If the family head died tomorrow, his widow and children would get a monthly check until the youngest child reaches 18, and the children would get checks up to the age of 22 if they continued their education until then. We know of a young woman in Oklahoma City whose husband was killed in Vietnam. She and her two small children will receive a monthly check of at least $393 for many years to come. Similarly, a family breadwinner of any age can receive monthly payments for himself and his family when he is severely disabled. He qualifies for such payments if he has been or is expected to be unable to work for at least one year. Payments can begin with the seventh month of his disability and will continue for as long as the disability continues.

The benefits discussed thus far are a matter of law, the result of years of work by Congress to extend and improve social security. Right now, the new Congress has before it proposals to update and improve the social security protection of Americans. Some changes were passed by both houses of Congress in the last days of the Ninety-First Congress, but time ran out before the differences between the two houses could be worked out and the changes enacted into law. Let me share with you some of the highlights of proposed social security amendments that were considered by our lawmakers last year and will now be considered again.

First, following the President's recommendation, Congress has considered breaking important new ground in the cash benefits part of the program. It has been contemplating—and in fact both houses passed—provisions to increase monthly cash benefits automatically as living costs rise. The proposal, if finally adopted, will reflect a national policy of maintaining purchasing power of social security benefits.

For the past 15 years, Congress has been increasing benefits through periodic legislation. The time lag between the increases has caused hardships. From 1940 to 1950 and from 1959 to 1965, for example, Congress did not increase benefits, with the result that older persons suffered a loss of purchasing power until Congress acted again.

The legislation before the last Congress provided that if the Consumer Price Index rose at least 3 percent from one year to the next, monthly cash benefits would be increased by the same percent as the rise in the CPI. This proposal would guarantee that benefits would keep up with consumer prices without the long lags that have sometimes occurred in the past.

Second, Congress has considered the President's proposal for automatic increases in the contribution and benefit base—the amount of a worker's annual earnings that counts toward social security benefits and is subjected to social security contributions. The base (top figure) now stands at $7,800, which means that the person who is earning $10,000, $15,000, or even more can look forward to benefits no higher than the person whose annual earnings have averaged $7,800. Under the proposed legislation, the base would be increased to $9,000. In future years it would increase automatically beyond that amount, so that workers would continue to have insurance protection that is related to their total earnings. Moreover, the contribution base would continue to be adequate to finance the benefits.

While these automatic features would not have their impact on wage earners and beneficiaries until 1973, both houses of Congress passed a bill to increase social security cash benefits before then. The House bill proposed a 5 percent increase; the Senate bill, 10 percent. In addition, there were proposals in both the House and the Senate that would have provided a greater increase in widow's benefits.

Third, under another proposed change, retirement benefits for men would be figured in the same way as for women. Up to now, a man's retirement check has been computed in such a way that when a man and a woman of the same age have exactly the same earnings and retire at the same age, the man's retirement check is usually smaller. This occurs because three more years of low earnings or no earnings must be

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averaged in for him. The proposed legislation would end this inequity.

Fourth, Congress proposed to liberalize the "retirement test," the provision under which social security benefits are not paid in full if a beneficiary under age 72 works and has earnings in a year in excess of $1,680. At present, if a beneficiary's earnings exceed that figure in a year, $1 in benefits is withheld for each $2 of earnings between $1,680 and $2,880 and for each $1 of earnings above $2,880.

The proposed legislation would raise the $1,680 amount to $2,000. Then for future years, there would be an automatic mechanism to adjust this exempt amount as earnings levels rise. Also, under the proposed changes, $1 in benefits would be withheld for each $2 of earnings above the exempt amount, regardless of how high the earnings might be, so that there would be no point at which $1 in benefits would be withheld for each $1 of earnings. These changes would increase incentives for beneficiaries to earn more, and the more they worked and earned the more spendable income they would have.

Congress also considered some important changes in the administration of the Medicare program. Since it began operating nearly five years ago, Medicare has delivered on its promise to free older Americans and their families from the major financial hardships that so often accompany illness and to provide them with access to high-quality health care. But Medicare has been a victim of, and in some cases has contributed to the serious problem of spiraling health costs.

Four long-range and fundamental proposals are under consideration that we believe will contribute to a solution to this problem of rising costs.

The first proposal relates to community health planning. Although some places still have a serious shortage of hospitals and nursing home facilities, other places may engage in random building of health facilities that are not really needed. As the Administration recommended, Congress has proposed that if a facility were built despite disapproval by local and state planning agencies, the government would not reimburse it under the Medicare, Medicaid, or maternal and child health programs.

A second proposal deals with Medicare payments to hospitals and post-hospital care facilities. Instead of reimbursing these institutions retroactively for the costs they have incurred in treating Medicare patients, we would negotiate a figure with them in advance. If the operator could stay below that figure, he would keep the difference. The thought is to create economic incentives for these institutions to hold down costs.

A third Medicare proposal would make any increases in reimbursement to physicians dependent on demonstrable increases in the doctor's cost of practice and in earnings levels generally. Here again, the long-range aim is to hold down Medicare costs.

Finally, Congress is considering a broad innovation to allow Medicare health services to be channeled through a "health maintenance organization," such as a group practice prepayment plan. The organization would receive a per-capita reimbursement for each Medicare patient who agreed to receive his services under this system, whether he needed expensive health care or not. The organization would assume the expenses of hospitalization and various outpatient and physician services.

The experience of the Kaiser plans on the West Coast shows that when you pay an agreed figure per person in advance, the health group is more likely to hold down unnecessary costs than when you pay for each service individually. With this approach, it is possible to hold down the most expensive part of medical care, inpatient hospital service, while delivering overall a high level of care. The health maintenance organization takes the responsibility for providing patients with appropriate care and has an incentive to get to patients early and give service on a preventive basis. The long-range aims are to improve the quality of health care and reduce any unnecessary costs.

The proposed legislation would make several other changes in Medicare, of lesser interest but of great importance in improving the administration and the services of the program. Let me cite an example of interest to teachers. The small number of Americans over 65 who are presently ineligible for Medicare's hospital insurance would now be able to get it under a change in the law permitting them to elect coverage if they pay the cost—$27 a month initially. States would also be able to buy group protection for their retired or active employees over 65, including any groups of teachers who never have been covered under social security. Many of these uninsured persons have had trouble buying hospital insurance plans after 65 that are comparable to Medicare.

Over the years the Congress has been scrupulous in providing for full financing of the costs of social security. The nature of the program, with its huge commitments to the future welfare of the aged, the disabled, the widows and orphans of the nation, demands and gets this kind of financial responsibility. The proposal for automatic increases in the wage base would insure that rising earnings levels would be reflected in future income to the system as well as in future benefits. The social security contribution paid by employer and employee alike is scheduled to rise from the rate of 5.2 percent charged this year to a rate of 5.9 percent in 1987 and after. The improvements in benefits currently under consideration by Congress would require increases in the contribution rate in future years.

It seems almost certain that Congress will act this year on social security amendments, although the exact form they will take cannot be predicted now. I believe that in the years to come the method of social insurance will be called upon to do an even bigger job than it is doing today. In conjunction with other programs, private and public, it can move toward a society in which income deficiency is largely eliminated and economic security becomes a reality. □

FREE-DOM

BOOBY TRAP FOR STUDENTS

ABRAHAM H. LASS, *principal, Abraham Lincoln High School, Brooklyn, New York, and* **EUGENE S. WILSON**, *dean of admission, Amherst College, Amherst, Massachusetts.*

□ **Ask any college-bound student what he thinks will** be the greatest threat to his success in college and 9 times out of 10 he will point to an academic subject—math, a foreign language, science, etc. He will rarely mention *freedom.*

And yet freedom is the toughest test freshmen everywhere face. It is freedom that destroys more college freshmen than any other factor in the whole college environment.

From *The College Student's Handbook*, revised edition, by Abraham H. Lass and Eugene S. Wilson. Published by David White Company. New York. 1970.

Most college freshmen have the intellectual ability to handle their academic program. What they lack is the ability to make wise choices when the colleges suddenly grant them almost complete freedom from the restraints and direction they have been accustomed to at home and at school. At a time when they haven't yet learned the meaning or use of their new freedom, the colleges are giving them even more and different kinds of freedom. College students everywhere are asking to be treated like adults, to be given some hand in running their own lives and in determining what college should be like. More and more colleges are acceding to these demands.

The intelligent use of freedom is not a problem solely for the college student. Throughout the centuries it has been one of man's perennial challenges. But the problem is magnified for college students because at college they find, for the first time, the kind of freedom they have never experienced before.

Even in these times, most students, before coming to college, have been required at home or at boarding school to eat three meals a day, to go to sleep at a "sensible" hour, to study some part of the time, and to entertain their dates outside the bedroom. For the great majority, life before college has afforded very little practice in the art of planning and living their own lives—and taking complete responsibility for their actions. There's the rub: taking *complete* responsibility for their actions. This is something they hadn't bargained for, hadn't been told about, hadn't even thought about.

To all too many freshmen, *freedom* seems to mean that they can do what they want, when they want, and how they want, and there's no one to account to—apparently no tab to pick up. If they are lucky and bright, however, they quickly learn that they can't have it both ways—all freedom and no responsibility or accountability.

With more and more colleges abandoning distribution requirements for courses, dropping physical education requirements, and making attendance at courses and lectures optional, many college students, and freshmen in particular, find themselves with what appears to be 24 hours a day, seven days a week, to spend pretty much as they please.

Breakfast they can skip—and often do. If they are tired, they can "sack in" in the morning, afternoon, or night. Drive through a college town at 2 A.M. any morning and count the lights in the dorms, fraternities, and sororities. One's first reaction may be admiration for those industrious students. The truth, however, is that most of them are burning the midnight and early morning oil because they didn't get down to their studies until 11 P.M. or later.

Most students come to college expecting to spend a considerable part of each day studying. But they have no conception of how different college life is from high school. There are no more daily reading or writing assignments checked by teachers. That history assignment isn't due for a week or two or three. That

sociology paper? Another month for that. Tomorrow—only one class. And they can cut that if they want to. They frequently do. This is real freedom. (They think.)

So what do they do with all this time on their hands—and so much to do? Outline their English papers? Or read the first chapter of their history assignment? Probably not. There's plenty of time for all this. *Mañana.* Better sleep a little longer, they murmur to themselves—we'll feel more like studying later. They may, if they aren't sucked into that card game in the next room or if they don't just decide to take a stroll uptown to buy a few things, or—you name it.

This is what freedom does to a great many students. It makes them forget the purposes for which they came to college: to develop their minds and to prepare themselves "to be something" and "to do something." It subtly leads them into putting off what they have to do until they are overwhelmed and can't cope with the pileup of delayed and undone assignments. Then, too late, the futile, frenzied, all-night, black-coffee, pep-pill, hopped-up cramming sessions. And finally and inescapably—failure.

The new freedom confronts many of today's college students with the necessity for making moral choices and judgments involving sex, drugs, campus demonstrations, student activism, etc. In their 18 years of life, they have not had to face serious temptations alone—or to make decisions about them alone. They have had the counsel of parents, friendly teachers, or spiritual advisers to fall back upon. The more sheltered and protected a student has been during his high school years, the more acutely he feels the stresses, tensions, and doubts generated by the freedom of his college environment.

Colleges expect students, especially freshmen, to run into some problems adjusting to their new freedom. But they know, too, that only in freedom can the lessons of freedom be learned. Learning to use freedom wisely isn't easy. If a young person hasn't done it before he came to college, this is the time to begin. It is the only way he will become what he wants to be—a free man in a free society.

For the college student, the life of freedom is a life of choices. The choices he must make are between his studies and the hundred and one temptations and distractions that will temporarily divert him or even cut him off from them.

We aren't saying that college is all study. It isn't and it shouldn't be. But studies come first. Other activities, no matter how important they may seem to be for the student's social and personal happiness and development, come after he has taken care of his primary obligation—his studies.

In addition, in order to give his studies the time and energy they need, a young person is going to have to deal with sex, drugs, the extracurricular programs, student activism. If he lets them, these can take all of his time and leave none for study.

The student is free now; he is his own master. He must decide how to handle the problems that these distracting factors are likely to present. □

FREEDOM AT STANFORD

We can tell you with certainty only one thing: When you arrive here in the fall, you will be given the freedom to make your experience at Stanford whatever you wish it to be.

This freedom will be a new experience for many students, and it will be a very important one. You will feel it in two ways—first, you will have few rules, no imposed models to follow, and no one to tell you how you should live; and second, you will have the freedom offered by any new place where you are unknown to anyone. Being a stranger to almost everyone around, you will have no past to live up to and you will no longer have to act as people expect you to act—in short, you will be free to become the person you want to be.

And, as a result, you will have the responsibility to define the person you want to be—the values you want to live by—the life-style you want to adopt. This responsibility is to no one other than yourself, and you may ignore it if you wish, never recognizing the opportunity Stanford is giving you.

Or, you may take advantage of your freedom and open your mind to the myriad of new ideas and feelings around which a person can build his life, examining them and deciding what you value. You may then find yourself satisfied with the way you are already living, or you may feel the need to change, as many Stanford students do. Either way, you will be exercising a fundamental right, and responsibility, which Stanford gives you.

Because Stanford life revolves around education, one of your first responsibilities will be to examine your concept of education, and to act upon your conclusions. You will need to decide what is personally relevant to you and to make that your education, whether it involves graduate work or dropping out of school. This responsibility, above any other, is the central theme of Stanford life.

And "personal relevance" is the key—yet, what does that mean? Does it mean taking only those classes which interest you at first glance, or only those that will reinforce your present opinions, or that seem easy? Or does it mean opening your mind to many different possibilities—trying them out, thinking about your future, and then deciding what you consider worthwhile?

You alone can find the answers to these questions, just as you alone can determine what personal value your education will ultimately have. We can give you pages of advice and information about Stanford, but we can in no way tell you how to get a "good" education. That is up to you.

—Douglas Davis, *associate dean of undergraduate studies; and* Dave Osborne, *student, Stanford University. Adapted from* Approaching Stanford, *a pamphlet mailed to all Stanford freshmen in the summer of 1970.*

The Emperor's Fish

CAROLYN H. ADAMS, *fifth grade teacher, Moore Elementary School, Corpus Christi, Texas.*

□ **It all began the day the bowl arrived. There it sat,** two feet deep and about eighteen inches in diameter, when my fifth graders returned from recess. A slight crack marred its beauty somewhat, but colorful rocks covered the bottom of the bowl.

The children saw our new acquisition at once, and I heard them talking about it as they were going out and coming into the room. At lunch time, two of the girls filled the bowl with water.

That afternoon, as I was sitting at my desk busy with paper work, some of the last stragglers on their way to physical education class paused to peer into the bowl. After taking a long look, one of them asked, "Are there any fish in it, Mrs. Adams?"

Intent on what I was doing, I caught only a part of what she said, so the girl repeated her question. Then, partly because I was so busy and partly because I sometimes like to tease my students, I said, "Well, of *course* there are!" I didn't raise my head as I answered, but I recall hearing one of the girls say, "See, I *told* you there were!"

I was amused but almost at once dismissed the incident from my mind. I was sure someone would bring fish from home and then everyone would be happy. In the meantime. . . .

Well, no one brought any fish—not real ones, anyway. But from that day on as far as my class was concerned, there *were* fish in that bowl! With five short words I had started a snowball on its journey down the mountainside, and it was to roll to monstrous proportions before it finally came to rest.

"Do you like our fish?" a child would ask, proudly pointing them out to a classmate who hadn't "seen" one. "They are tiny and hard to see."

Frankly, I was getting into the spirit of things; after all, the incident was all in fun. So when a child asked where the fish came from, I gaily stated, "Oh, I picked them up on my last trip to Africa."

After the discovery had made its rounds in my room and began to spread to other classes, however, I decided it was time to put an end to the light farce, so I made a sign and placed it on the bowl. The sign read: "The Emperor's Fish."

How the children would laugh, I thought, as they saw the parallel with the old story they knew so well. I even went so far as to joke, "Only those who are truly smart can see the fish."

But the story continued to snowball. Each day a larger crowd gathered around the bowl. Soon my colleagues began to ask questions. I told them the story, adding how I had hoped to end the joke.

Days lengthened into weeks, but none of my pupils gained any awareness of the truth. Finally, I asked the children to write a short theme on "The Emperor's Fish." I was beginning to think they were teasing *me*. Surely they couldn't believe there were any fish in that bowl. But their themes made me wonder.

"We have a fish bole in our room," one student wrote. "It is a quiet large one. The fish are so tiny they look like tiny hairs and scare easy."

A second student reported: "The fish we have in our room were put in at lunch recess. They are all different shapes and sizes. One has two heads, one on each side. They come from Africa, and there are six fish in all. They eat regular fish food."

Admittedly, one student expressed some doubts. "It is hard to see them," he wrote, "and I do not know what they eat." But another writer offered the explanation. "Mrs. Adams says only the smart kids can see them. I can see the bones and their tails and eyes. There are 20 of them."

And so it went, until I picked up the last paper. "I cannot see no fish in that bowl," the writer admitted. "If there is fish in it, they are inviserable."

At last! I was so proud of that student until I saw him come up from the back of the room and stand, leaning over the bowl, searching intently for signs of life. As he was about to return to his seat, another child walked up quickly and "showed" him a fish. The boy stared for a moment and with a little more encouragement from his friend, broke out in a smile of pure relief as he "saw" one at last.

My hopes died. Now they all believed.

Over the spring holidays, nature took a hand in the drama. When we returned to school, mosquito larvae had hatched, wiggling across the surface of the water in the bowl. The children, on the verge of tears, came running to me shrieking, "They'll eat our fish!"

At this point, inspiration took a hand. I smiled broadly and suggested, "Let's donate our aquarium to the junior high science lab over at Sundeen. I *know* they'll take good care of it and they can study all the forms of life that are in it."

Thus ended our wild adventure. I can report that the rest of the year moved on a saner course. □

This story was a prizewinner in the 1970 TODAY'S EDUCATION-Reader's Digest Foundation Teachers' Writing Competition.

STUDENT SUICIDE

SUSAN A. WINICKOFF, R.N., *nurse consultant; and* **H. L. P. RESNIK, M.D.,** *chief, Center for Studies of Suicide Prevention, National Institute of Mental Health, Chevy Chase, Maryland.*

□ **At 11 P.M., one cold February night, an 18-year-old** high school senior said good night to his girl friend, drove to a deserted road, and shot himself. Several hours later, the policeman who found him slumped over the steering wheel took him to a local hospital, where he was pronounced dead.

The whole community was shocked and startled by the news of this suicide, and yet, suicide among adolescents is not uncommon. Their suicide rate has been increasing slowly over the past 25 years until it is now the fourth leading cause of death among young people, exceeded only by accidents, malignancy, and homicide.

Statistically speaking, suicide is a significant problem for 15 to 19 year olds, among whom the rate is 4.0 per 100,000 population. It assumes even larger proportions in the 20 to 24 age group, where the rate is 8.4 per 100,000. Up to 10 years of age, it is virtually unknown; from 10 to 14 years, its rate is 0.5 per 100,000, which makes it a rare occurrence (2). Rare or not, however, suicide ought to be a significant concern in every age group because it is a preventable cause of death.

These figures almost certainly do not indicate the extent of suicide among youth, because suicidal deaths are often not reported. This is probably even more true in the case of youthful suicide than with adult suicide. In an attempt to spare the survivors the stigma of having a suicide in the family, many such deaths are falsely reported as accidental. To have a child suicide seems even more shameful for a family, and attempted concealment is probably more widespread. Nevertheless, available statistics reveal some interesting patterns.

In addition to the age breakdowns mentioned earlier, striking sex differences can be noted. About three times as many boys kill themselves as girls. No satisfactory explanation of this phenomenon has been offered, but it has been suggested that society's less tolerant attitude toward open emotional expression in males—coupled with greater availability of, and familiarity with, guns—may be important contributing factors.

Recent findings show that the suicide rate among nonwhite males between the ages of 15 and 24 has increased markedly during the past decade. In fact, the rate is increasing faster than that of any other age group in the population. This very high rate for nonwhite males is accounted for largely by suicide among black adolescents in the cities and American Indian adolescents on reservations. The suicide problem for these groups may be a reflection of the significant

The authors wish to acknowledge the assistance of Carrol J. Hartz, fellow in suicidology, Saint Elizabeth's Hospital, Washington, DC.

degree of hopelessness and helplessness which they feel.

About 90 percent of suicides by young people between the ages of 10 and 14 are committed by means of firearms or hanging, with no appreciable differences between the sexes. In the 15 to 24 age group, males tend to use more violent means, such as firearms and hanging.

Females, on the other hand, use poisoning first, then firearms, then a variety of other means. This tendency of males to use firearms and females to use drugs holds true for all older age groups as well.

The discussion so far deals with completed suicides. The subject of suicide *attempts* cannot be discussed simultaneously, for in a large proportion of cases those who attempt suicide are not those who commit suicide. Fewer than 10 percent of those who attempt suicide later kill themselves; conversely, many people kill themselves without having made a previous attempt. No one knows how many attempts are made, for there is no uniform legal requirement that they be reported. In many cases, suicide attempts are not even recognized as such.

The ratio of attempts to completed suicides has been variously estimated; many people say there are 10 attempts for every completed suicide, but this figure is merely a guesstimate, not one based on hard data. In any case, it is known that adolescents, particularly adolescent girls, make a significant number of suicide attempts. Very few adolescent boys who commit suicide have made a prior attempt. Therefore, the following signals become most significant.

Several studies have been made of adolescent suicide attempts (note references 1, 4, 5, in bibliography). These attempts seem to fall into the following major categories:

A distress signal. The youth is saying, in effect, "Notice me. I need help badly."

An attempt to manipulate another. A teen-age girl may take an overdose of pills to persuade her boyfriend to come back to her.

An attempt to punish another. The youth is saying, usually to his parents, "You'll be sorry when I'm dead."

A manifestation of a mental disorder. In a severely disturbed, mentally ill condition, the child or adolescent may hear inner voices commanding him to kill himself.

An attempt to regain contact with a loved one who has died. A child may attempt suicide in order to join a deceased parent or sibling. This possibility may be stronger on the anniversary of the death of the person who meant a lot to the child.

A reaction to rejection. Children whose parents reject them may act out the wishes of their parents and attempt to kill themselves.

A result of overwhelming shame or guilt. To avoid facing an extremely painful situation, a young person may make a suicide attempt. Any situation could be seen as too painful by the involved student, although it might seem unimportant to the student's teacher or other adults. Such incidents may be as "minor" as the inability to get an A on a test, to turn in a paper on time, or to deal with a particular teacher or peer relationship.

LSD and other drugs may produce hallucinations and delusions which lead to suicide attempts. A youth may feel himself invulnerable to traffic or a bullet, or think he has the capacity to fly. Furthermore, the aftereffect of a nightmarish bad trip may so haunt an adolescent that he may kill himself in complete hopelessness.

Some adolescents with little prior difficulty uncover hitherto unconscious emotional conflicts under drug influence—conflicts that do not resolve themselves after the drug incident is over. Such continuing emotional conflict may precipitate a quick escape through death. There are also increasing reports of

young people who are unable to kick the habit and who kill themselves in despair.

Even when the use of hard drugs does not result in attempted suicide, drug abuse should be recognized as grossly self-destructive behavior. When youngsters mix unknown drug combinations and use them indiscriminately, their behavior is as potentially lethal as playing Russian roulette.

Many of the reasons for attempted suicide also appear to have motivated completed suicides. However, the additional factors of social isolation, withdrawal, and inability to communicate are generally present in those who actually commit suicide as opposed to those who only make attempts. Investigations of school-age suicides indicate that chronic social isolation and a striking lack of involvement with either peers or teachers were prominent features (1, 3). Overwhelming loneliness is an intolerable state in which to live.

A suicide rarely occurs without warning. The warning may be in the form of verbal clues or it may be in the form of behavioral changes. Examples of verbal indications are either direct statements, such as "I'm going to kill myself" and "Life just isn't worth living," or indirect statements, such as "You won't be seeing me any more" or "That won't matter where I'm going". or "I'm no good." In any case, remarks like these should not be allowed to pass without some checking.

Bringing up the question of suicide will *not* put the idea into a youngster's head. As a matter of fact, a direct inquiry about suicide ideas, once you have determined something is wrong, can be most helpful. If one has already been thinking about it, it will be a relief to have the subject out in the open.

Behavioral changes which school personnel might notice include the following:

- A dramatic shift in quality of schoolwork
- Changes in social behavior, including excessive use of drugs or alcohol
- Changes in daily behavior and living patterns, such as extreme fatigue, boredom, decreased appetite, preoccupation, inability to concentrate
- Overt signs of mental illness, such as delusions and hallucinations
- Giving away prized possessions
- Truancy.

Obviously, most of these warning signals are not specific to a suicidal crisis, but they should alert the sensitive teacher to consider depression and the possibility of suicide. They are signals that something potentially serious is wrong.

In the case of a socially isolated youngster who has no friends or close relationships with others, the presence of one or more of these clues bespeaks a serious situation. The teacher who notices these signals should follow up by finding out more about what is going on ("I've noticed that you can't seem to concentrate. Is something bothering you?") He should also refer the youngster to the school nurse, psychologist, or counselor.

Any action taken by one of these specialists should, of course, involve the child's parents, especially with the younger, school-age child. The teacher ought not to add the role of therapist to his already overburdened repertoire, but he should be able to recognize a child or adolescent who is having emotional difficulty and to take some responsibility for seeing that the youngster is put in touch with an appropriate resource person. In consultation with such an expert, the teacher can provide an ongoing source of emotional support.

Because young people rarely contact established suicide prevention centers or emergency mental health services, teen-agers in many parts of the country have set up their own hot lines, supported by flexible school administrators and teachers. Training and professional consultation provide ongoing support for this youth-oriented and youth-run type of service.

The Center for Studies of Suicide Prevention of the National Institute of Mental Health is sponsoring a National Hot Line Conference in June 1971, where teen-agers and college students will meet to discuss hot lines and their approaches to the crises faced by themselves and their peers. Inquiries should be directed to the CSSP Community Services Section, Room 12A-01, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015. Copies of a play called "Quiet Cries," which tells the story of an adolescent in a suicidal crisis, may be obtained from "Quiet Cries," CSSP Information Services, at the above address.

A final word is necessary about an often neglected area of mental health intervention. Called "postvention," it deals with the effects of a suicide upon the survivors—family, friends, and classmates.

If the suicide is a parent, counseling of the children is important, for all too often unexpressed guilt, depression, and subsequent suicidal behavior (as an identification) can follow. If a sibling has killed himself, the same intensive help should follow immediately. If a suicide occurs among a school population, it is important that the event be handled in some constructive way, not ignored.

Perhaps the school psychologist or someone from the community can hold an open meeting of the friends or classmates of the student where they can share their sense of loss, guilt, or bewilderment and discuss what action they would substitute for suicide if they felt overwhelmed.

The school psychologist or other school-oriented mental health specialist should be consulted about what kind of school activity, if any, should be planned after one of the students has committed suicide. Any activity must be appropriate to the age group involved and might well demand the consent of the parents of the pupils who are to be exposed. It would seem advisable that a schoolwide policy be established to serve as a guideline in the event of a student suicide.

The family in which a member has committed suicide frequently feels guilty and does not receive the support usually received when a death occurs. The

(Continued on page 72)

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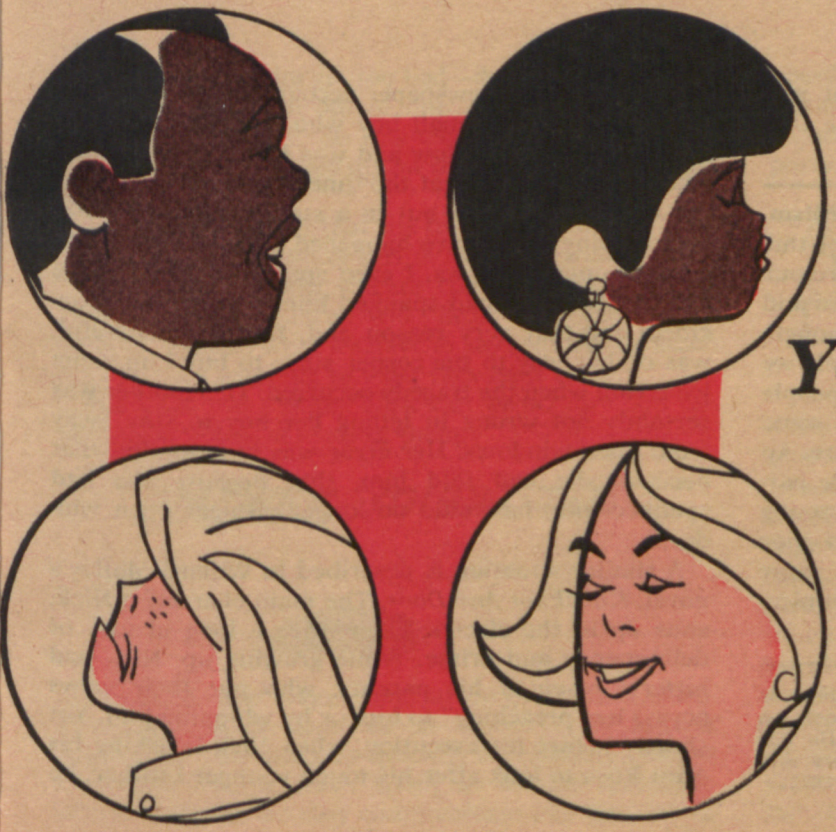


A Briefing for Parents

HOW TO GET YOUR CHILD TO Listen TO YOU

National Education Association

direct inquiry about suicide ideas, once you have

A final word is necessary about an often neglected

DON E. HAMACHEK, *professor of educational psychology and child development, Michigan State University, East Lansing.*

□ **We can begin this discussion with a small truism,** one that is very much related to the other half of this booklet and that goes something like this—before our children will listen to us, we have to listen to them and to respect their point of view. It sounds easy enough, but unfortunately we sometimes behave as if all we have to do in order to communicate with young people is to treat them like vending machines: Put in some good advice here and get out good behavior there. An all too common assumption that seems to guide parents and teachers in their communication with young people is—"Tell 'em, then tell 'em again, and if they don't shape up, punish 'em in some way." For many adults, this represents the totality of their communications skills with children.

Dr. Hamachek, a practicing therapist and the father of three, is a consultant to various elementary and secondary schools on matters relating to pupil behavior and achievement. He has written several books, the latest of which is *Encounters with the Self*, published by Holt, Rinehart and Winston, Inc., 1971.

Not long ago a newspaper account described an incident involving a small boy who fell out of a third story apartment window and was killed. The mother, who was not at home at the time of the accident, was not only grief-striken but in a state of disbelief that such a thing could have happened. "I told him not to go near open windows. I even spanked him when he did." In fact, she had spanked him the day of the accident for that very reason and, feeling remorseful, was on her way to the corner store to buy him some ice cream when the tragedy occurred. This mother was certainly not wrong in telling her boy to stay away from open windows. Her error was in assuming that *because* she had told him, that *because* she had spanked him, he would no longer go near open windows.

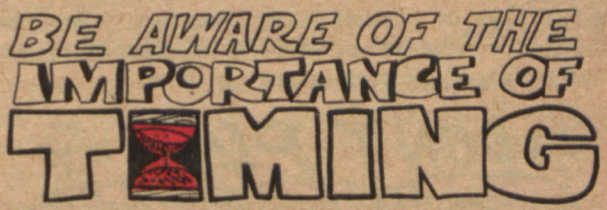
A similar situation is described in Willard Motley's novel, *Knock on Any Door*. The main character, Nick, ends up in the electric chair after a long history of delinquency and crime. While growing up, Nick had bitterly resented his parents, who put their views across by "preaching" to him or by whipping him. Yet shortly before his execution, when Nick is asking his Aunt Rosa to look after his tough younger brother, he

says: "Don't let him get too bad—don't let him end up like—You beat hell out of him, Aunt Rosa! You see that he does right!" So this whole absurd pattern of noncommunication passes on from generation to generation.

Let's keep in mind that the fact we are talking is no guarantee that a boy or girl is listening. Indeed, even the fact that we are sincere (oh, so sincere) is no guarantee that children will "hear" us. Getting children to listen to what we have to say requires as much skill as does listening to what they have to say.

What are these skills? How can we acquire and use them? Let's look at some of them.

One of the best ways to encourage good communication patterns at home or at school is to answer youngsters' questions as quickly, as candidly, and as forthrightly as possible. When we answer questions in this manner, we may communicate any number of possible implicit messages to a youngster, including: "That's a good question" and "Your question deserves an answer." The youngster then feels that he is important and that he is respected.



We might also keep in mind that when a youngster queries us, it is a sign that he is ready to listen, that he wants to know our opinion.

Adults must learn to say the right thing at the right time and to leave unsaid the wrong thing at the wrong moment. For example, telling 10-year-old Sally to finish picking up her room when she is in the midst of saying how bad she feels about a quarrel with a friend will hardly foster good communications with Sally. That moment is not a good time to be concerned about tidiness. By the same token, it may be tempting to chastise Bob with "See, I told you what would happen if you didn't study" after he has flunked the math test, but that comment is certainly not helpful in building

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better communications with Bob.

Also, we should be just as careful to choose an appropriate time for discussing touchy subjects with young people as we are with adults. They, too, go through difficult periods when they are below par, rushed, or otherwise unreceptive to discussing emotionally charged, personal issues with us.

One of the occupational hazards of being a parent (or teacher) is the temptation to play God. Because our children or our students look up to us, we sometimes feel it necessary to know all the answers or at least to pretend that we do. Therefore, we may exhibit a tendency to sound off before our young on topics about which we may know very little. In one way or other, we can be guilty of trying to maintain the fiction that father or mother knows best. Sometimes we do know best. But sometimes we don't, and we are well-advised not to pretend that we know all.

When adults don't know what they're talking about, young people usually realize this fact sooner or later. A parent or teacher who poses as a knower of all things or a source of all answers runs a considerable risk of undermining his credibility. If we adults come across to young people as persons that can only be believed about half the time (and which half is that?), they are unlikely to pay much mind to us. (Teen-agers are particularly sensitive to "credibility gaps" in their parents.)

Rather than pretending to know when we really don't, let's say frankly, "I don't know the answer to that, but let's see if we can find out together." Admitting that we don't know is one way of conveying that we are not perfect, that we are human, too.

A healthy, constructive relationship does not always have to be an agreeing one. Seventeen-year-old Dave put it this way: "What really helps me in talking to

my Dad is that I know he'll consider my side of things. I mean he doesn't get mad if I disagree with him. I may end up doing what he wants me to anyway, but what matters is that he'll hear me out. Knowing that he'll listen to me makes it easier for me to listen to him."

Allowing for disagreement can communicate many different meanings to a youngster, including:

- "I know that I'm not always correct in how I see things."
- "You have a right to your point of view too."
- "I respect your opinion."

Sometimes parents worry that allowing children to disagree with them will undermine their respect. Actually, children feel more respect for parents when they feel free to express their side of things. Permitting youngsters to disagree with us shows them that we're strong enough to be challenged (and big enough to back down if necessary). It helps us to test the strength of our convictions, and it helps them know themselves better through direct confrontation with their parents.

Facing strong disagreement is not always easy, and sometimes we parents have to restrain ourselves from saying the wrong thing. Which brings us to our next point.

A parent's or teacher's use of sarcasm or ridicule is a serious barrier to good communication. Humiliating a youngster is a quick and sometimes permanent way to get him *not* to listen to us.

Sarcasm and ridicule create roadblocks to free communication. They make children defensive, wary, and generally reluctant to listen to us for fear of being hurt. For example, six-year-old Glenda brings her mother some artwork from school. The mother responds, "Well, what in the world is that!" Ten-year-old Sean asks his mother to please repeat what she has just said. Mother replies, "How many times must I tell you the same thing? Maybe your ears need cleaning." Sixteen-year-old Terry brings home a report card with three C's and a D and father observes for all to hear, "Well, I see our genius made the honor roll again."

Bitter sarcasm and caustic ridicule have no place in raising children. Let's face it, none of us want to talk or listen to another person if we feel he'll cut us down.

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ALLOW A CHILD TO EXPRESS HIS FEELINGS

In order for a child to grow into a healthy adult, it is necessary for him to accept his own feelings and at the same time to maintain his self-regard. This we can help him do by letting him know that *we* can accept his feelings—his "good" feelings and his so-called "bad" ones—and still think no less of him.

Unfortunately adults do not always recognize young people's feelings. Consider the following examples:

- "Don't worry about your acne, Greg. Lots of boys have a worse case than yours." Small consolation. Greg has feelings about the condition of *his* skin, not someone else's.
- "Debbie, stop fretting about whether Fred will ask you out or not. He'll call. He likes you." The fact is: Debbie *is* worried and it doesn't help to make her feelings seem insignificant.
- "Oh, come on, Dan. Don't feel bad that you lost your puppy. We'll get you another one tomorrow." This may cheer and console, but it also directs Dan away from his troubled feelings. And so it very subtly says, "You have no right to feel as you do."

Telling a youngster that he should feel differently or that he should not feel what he does feel won't encourage him to listen to us. Telling a child not to feel what he feels implies a condemnation of his emotions and amounts to an unfair request, because he cannot turn off his feelings on demand.

When we sense that someone is disregarding our feelings, we tend to be disappointed and bitter. Greg, Debbie, or Dan react in the same way. When we fail to take their feelings into account, they may conclude, as youngsters sometimes do, "It's no use listening to parents. They never listen to us."

What Debbie needed, for example, was someone to understand and accept her concern. Had her mother just listened attentively or had she reminisced about her own sad and heart-searing romances, identifying and feeling with her daughter, then Debbie could have felt closer to her. Also, one of these two reactions from her mother might have helped Debbie talk more about her feelings and perhaps even to better understand why she felt the way she did.

If we can listen to young people and try to understand them in a nonjudgmental, nonevaluative way as suggested on the flip side of this booklet, we will have

taken a giant step toward getting our children to listen to us.

We have to be sensitive not only to *what* we say to a youngster, but also to what we say *about* him. This brings us to another point.

Keeping lines of communication open with a child means that our perceptions of him must change from month to month and year to year as he changes. Unless we're careful, however, labeling can sabotage our efforts.

Somewhere along the line, we are likely to verbalize our *perceptions* into *conceptions*. For example, we say, "Toby is the uncoordinated one" or "Beth is so much more flighty than other children" or "Ted just cannot do math very well." When we do this, we're likely to react to Toby and Beth and Ted not as they actually are, but as we say they are. Furthermore, we sometimes say such things in the presence of the child, thereby helping to fix in the child's mind for better or for worse (more often for worse) our own conception of him.

Labeling is not conducive to good communication between parent and child (or between teacher and student) because it puts the adult in the role of judge. The adult is saying to a youngster, "I know not only who you are but what you should be." The net effect is to make a youngster defensive, guarded, and generally reluctant to share any more of himself than is absolutely necessary. In addition, a child whom we have judged or labeled will find it difficult to listen or to "hear" us for fear of being judged and labeled even more.

Perhaps the hardest thing that parents face during their youngsters' teen years is their children's refusal of adult help and discipline. An almost universal lament among parents of teen-agers is: "My children

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just don't listen to me anymore. What's happened? Where have I gone wrong? What can I do?"

It can be helpful to keep in mind that some of the rebel behavior of the adolescent is not so much a rebelling against his parents as against his love for his parents and his dependence on them. We adults must recognize that falling out of love with parents is the first step an adolescent boy or girl must take toward falling in love with a mate and beginning a new family.

Growing up is no simple task. The insecure side of the adolescent boy or girl wants to feel safe and protected by parents who love him and tell him what to do. The other side, the adventurous side of him that wants to grow up and do new things, is in a constant war with this timorous self. It is a kind of personal civil war.

The conflict would not be half so troublesome if it were just a simple struggle between children and parents. Its complexity grows from the revolt of the maturing self against the baby self. Parents and teachers sometimes get dragged into the strife because they are all mixed up in a young person's mind with the baby self. If we can keep this in mind, then it may be easier for us to be more helpful to the adolescent during this difficult period.

To the adolescent, the corniest advice or comment of all is any reminder from adults about how "it used to be" when he was younger. A youngster hates to be reminded of his babyhood and nothing turns him off quicker. Our whole way of relating (our advice, praise, discipline) should be geared to a young adult, not a young child.

Getting our children to tune us in rather than out may at times seem hopeless but we can do it—and probably better than we are doing it now. If we want our children to listen to us, they must know for certain that we will listen to them. □

For the other side of the coin—"How To Listen to Your Child"—turn this feature upside down and start reading from the first page of the companion article.

IT'S NEVER TOO LATE

Although it is true that good listening is the antecedent to good communication and that good communication patterns (like bad ones) begin early, it is also true that better communication is always possible. Take heart, therefore; it's never too late to start. □

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Reprints of this TODAY'S EDUCATION feature are available in packages of 30 for $2. In ordering this feature, use Stock No. 051-02168. All orders must be prepaid except for those on your official purchase order forms. Shipping and handling charges will be added to billed purchase orders.

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The outcome of this interchange was that the son colored contently for another 20 minutes, feeling good about having communicated, and the father felt proud of himself for having understood his child. The father hadn't dismissed the boy's comment with an "OK, I'll show you a somersault sometime" or a "What in the world are you talking about?" Rather, he worked hard at trying to understand what his son was attempting to communicate.

We can do more toward enhancing good communication between ourselves and our children if we respond less to their mistakes in grammar and errors in pronunciation and more to the message they are trying to get across. Again, it means doing less "teaching" and more listening. Learning the rules of a language and the pronunciation of words takes time.

Communication between parent and teen-ager is extremely difficult if the groundwork for good communication has not been laid during the early years. Sometimes we adults don't listen as well as we should to young children because, after all, what has seven-year-old Gregory or five-year-old Daniel got to say that's so important anyway?

What is "important" is a relative matter, and if children learn at an early age that what they consider to be major concerns are treated as minor concerns by their parents, we should not be surprised if they become increasingly less communicative and more secretive as they get older.

Conversation between parents and their teen-age offspring reflects early communication patterns. Unfortunately, we sometimes seem to feel that because we have more control over the general behavior and whereabouts of our preadolescent children, we have less need to communicate with them. However, during the adolescent years, when parents progressively lose more and more control over their youngsters, some begin to feel a very sudden urge to communicate and to listen. In numerous instances, however, the need to listen to 16-year-old Joan and 17-year-old Philip has less to do with being interested in the teenagers' welfare and more to do with allaying parents' anxieties about where their children were, what they did, and who they were with.

need her. She never acts as if what I want to talk to her about is unimportant. And when she listens to me, she really listens. She doesn't go on dusting the furniture or making the bed if I have something really important to talk about. She just puts down what she is doing and listens to me. She's great that way."

ACCEPT EARLY LANGUAGE IMPERFECTIONS

One thing that adults sometimes fail to remember is that when a child is acquiring a language he doesn't just learn words. He also has to learn the rules of the language. For example, a young child might use the past tense of run and swim in this manner: "I runned as fast as I could to the park and I swimmed in the pool." *Runned* and *swimmed* are words he invented by analogy after hearing the past tenses of other verbs. This suggests that he has learned the rule for making the past tense.

Unfortunately, the English language doesn't always follow its own rules. And when the child proves himself to be more logical than the English language, we sometimes get impatient and reprimand him.

- "Debbie, 'swimmed more faster' is hardly good English!"
- "Richard, if you can't talk properly, then don't talk at all!"

Comments like these are not helpful to a child for several reasons. One, they make him feel bad for using "wrong" English, and two, they make it difficult for a child to spontaneously share his experiences or feelings with us because he fears our criticism.

Children have trouble with pronunciation, too. When this happens, we really have to listen hard to understand what they mean. Perhaps an example will illustrate the point here. A friend of mine recalls an incident when he was sitting in his study working and his four-year-old son was drawing in his coloring book on the floor. Suddenly his little boy said, "Someday I want to see a somersault." The father kept working, then he stopped and said, "What?" The boy answered, "I want to see a somersault." "Did you say somersault?" The father stopped working altogether. It was a puzzle to figure out, but figure it out he did. In a few seconds he said, "You mean you would like to see a *cemetery* like the one grandma was buried in last week?" The boy answered, "Yes, I would."

REALIZE THE IMPORTANCE OF LISTENING

A willingness to listen to our children can play an important part toward enhancing a youngster's feelings of self-esteem and self-confidence. It is essential to keep in mind that the very act of listening is a form of nonverbal communication. Attentive, responsive (as opposed to passive, bored) listening can communicate any number of different but overlapping messages to a youngster, such as "You're a worthwhile person" and "I respect your point of view."

Unfortunately, we adults sometimes behave as if we could talk a child into feeling adequate and good about himself. It is true that our praise and positive evaluations can aid tremendously in building a youngster's self-esteem. However, it is also true that it is greatly rewarding and ego-enhancing for a child to know that another person considers him important enough to listen to what he has to say. In order for him to develop confidence in his ideas and in his ability to communicate, he has to have many opportunities to express his deepest feelings to people who matter to him and who will listen in a nonjudgmental way.

In sum, parents (teachers, too) who are skilled in the art of listening can leave a youngster with the feeling, "I guess I'm all right. I count. I matter. If my parents (teachers) listen to me, I can risk talking to other people, too."

BE AN ACTIVE LISTENER

As we said earlier, learning to be an effective listener is hard work. Good listening does not mean using our listening time to prepare for what we are going to say, but it does mean reflecting with a child, sometimes rephrasing what he is saying, and other times just listening intently. In other words, good listening involves making conscious and obvious efforts to understand and care about what others are saying.

A 15-year-old girl succinctly describes this idea: "One of the neat things about my mom is that she's never too busy for me to bend her ear when I really

• "Robert, in my opinion you're pretty foolish if you think that letting your hair grow will make you look better."

You will note that each response has a lot to do with how the parent feels and little to do with how the child feels. Sometimes in our anxiety to express how *we* feel we forget to listen to how the youngster feels. Or worse, in our stumbling efforts to say something helpful, we end up trying to talk a youngster out of his feelings. Telling Jayne she's dumb or Robert he's foolish to feel the way he does is not only denying their feelings but is also judging feelings of that sort as good or bad, right or wrong. A child who learns that his behavior and feelings are forever being weighed, judged, or evaluated is not likely to be very communicative. After all, who wants to be judged or criticized when the need is to be understood and accepted?

Consider parental responses that are reflective in nature rather than judgmental:

• "Jayne, you sound like you're very upset about that fight you had with your boyfriend."

• "Robert, if I'm hearing you correctly, you seem to think that letting your hair grow longer will improve your appearance."

Here we have not communicated a judgment of right or wrong, good or bad; rather, we have simply reflected the feelings the youngster appears to be experiencing at the moment. It is an invitation for a youngster to explore and evaluate how he really does feel.

Sometimes we get so caught up in the idea that we have to be "teaching" our children something all the time that we end up more enamored with our special lesson for the day than with their problem of the moment.

Our encounters with children do not always have to result in a great lesson learned or a fine example set. As a father of three expressed it, "At one point I got so bad that I sounded more like a professor lecturing than a father listening to his children." Many parents find that listening is much easier and communication more natural when they cease feeling that they must be "instructive" every time their children talk with them.

mean thing to do. Go directly to your room."

Responses that may be more helpful and supportive include reflections, such as:

- "Alice, you look sad. Is something troubling you?"
- "Allen, you know that mistreating someone else's property is not allowed. You must feel very angry to do such a thing."

Alice may answer, "Yes, something is bothering me. Guess I need someone to talk to about it." Allen may react with, "I am mad at her. She's always getting her own way. How come I don't once in a while?" Or, either one of these youngsters could respond with something as simple as, "Yes, I guess I am."

Actually, how a youngster replies in moments like these is not as important as is the fact that he may learn that his feelings are important to us. Responding to behavior in nonjudgmental ways communicates to children that we are interested in them and that we care enough to work at understanding them.

As a 14-year-old girl said during a group discussion, "You know, sometimes my mother knows what I'm feeling before I even say anything. I don't know why, but it makes me feel freer to talk to her." When asked if she could explain why she felt freer to talk with her mother, she said, "Well, I guess I have the feeling that if she understands me even when I *don't* say anything, she'll be even better able to help me and listen to me when I *do* talk."

LEARN TO RESPOND REFLECTIVELY

The art of good listening involves the ability to respond reflectively. Responding in this way not only lets the child know that we're listening, but it also gives him encouragement to go on and further develop whatever it is he is trying to tell us. We should keep in mind that reflective responding neither appraises behavior as right or wrong nor assesses it as good or bad. Rather, it is simply a way to reflect back to a youngster what you think he's feeling at a particular moment without placing a value judgment on his feelings.

Parental responses that are generally unhelpful because they are judgmental or evaluative include such comments as:

- "Jayne, I think it's dumb to get that upset over a simple fight with a boyfriend."

DON E. HAMACHEK, *professor of educational psychology and child development, Michigan State University, East Lansing.*

LISTEN TO THE LANGUAGE OF BEHAVIOR

□ **Learning to be a good listener is hard work that** takes patience, skill, and tact. However, knowing how and when to listen—really listen—to a growing child or teen-ager is both an art and skill well within the reach of any parent who desires a positive, healthy relationship with his children. Indeed, wise parents learn early that being a good listener is as powerful an asset in dealing with their youngsters as being a good talker. One 14-year-old boy expressed it this way: "My parents have always been pretty good about listening to me. And you know, I think that has had a lot to do with my being able to listen to them—even when I really don't want to."

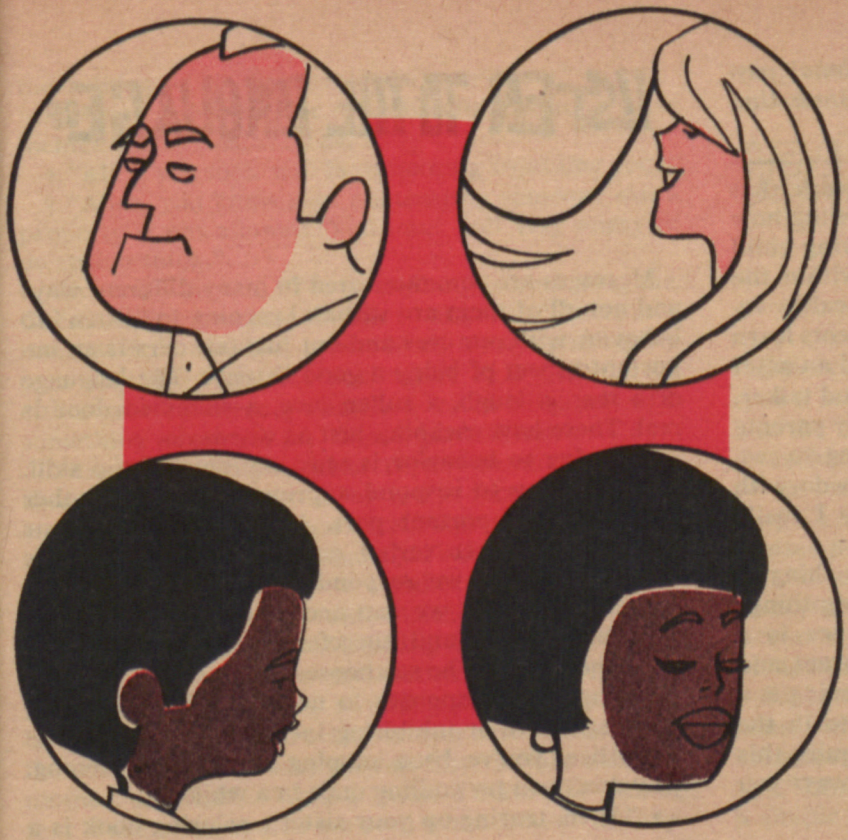
We adults must learn not to say the right thing at the wrong time and to leave unsaid the wrong things at the tempting moment. Appropriate silence is a great asset to good conversation between parent and child whatever the child's age may be. If listening is a skill that you haven't given much thought to in the past, you might well ask, "Well how do I acquire this very special skill?" Let's look at some of the ways you can do so.

Messages are communicated in many different ways and not all of them are verbal. Learning to "listen" to behavior with our eyes and not just our ears is an important aspect of being a good listener. The language of a tear, a laugh, a sullen face, a slammed door is real. These have meaning just as words do.

Listening to behavior is only one part of the skill. Learning how to respond appropriately is the other and equally important part. As a general rule, our response to either verbal or nonverbal behavior is most effective if we respond in such a way that a youngster realizes we can accept his feelings, whatever they may be and, therefore, he can verbally express them to us if he so chooses.

Examples of responses to nonverbal behavior that are destructive or inhibiting include:

- "Alice, you've been moping around all evening. Why don't you try smiling once in a while?"
- "Allen, tearing up your sister's coloring book is a



A Briefing for Parents

HOW TO Listen TO YOUR CHILD

National Education Association

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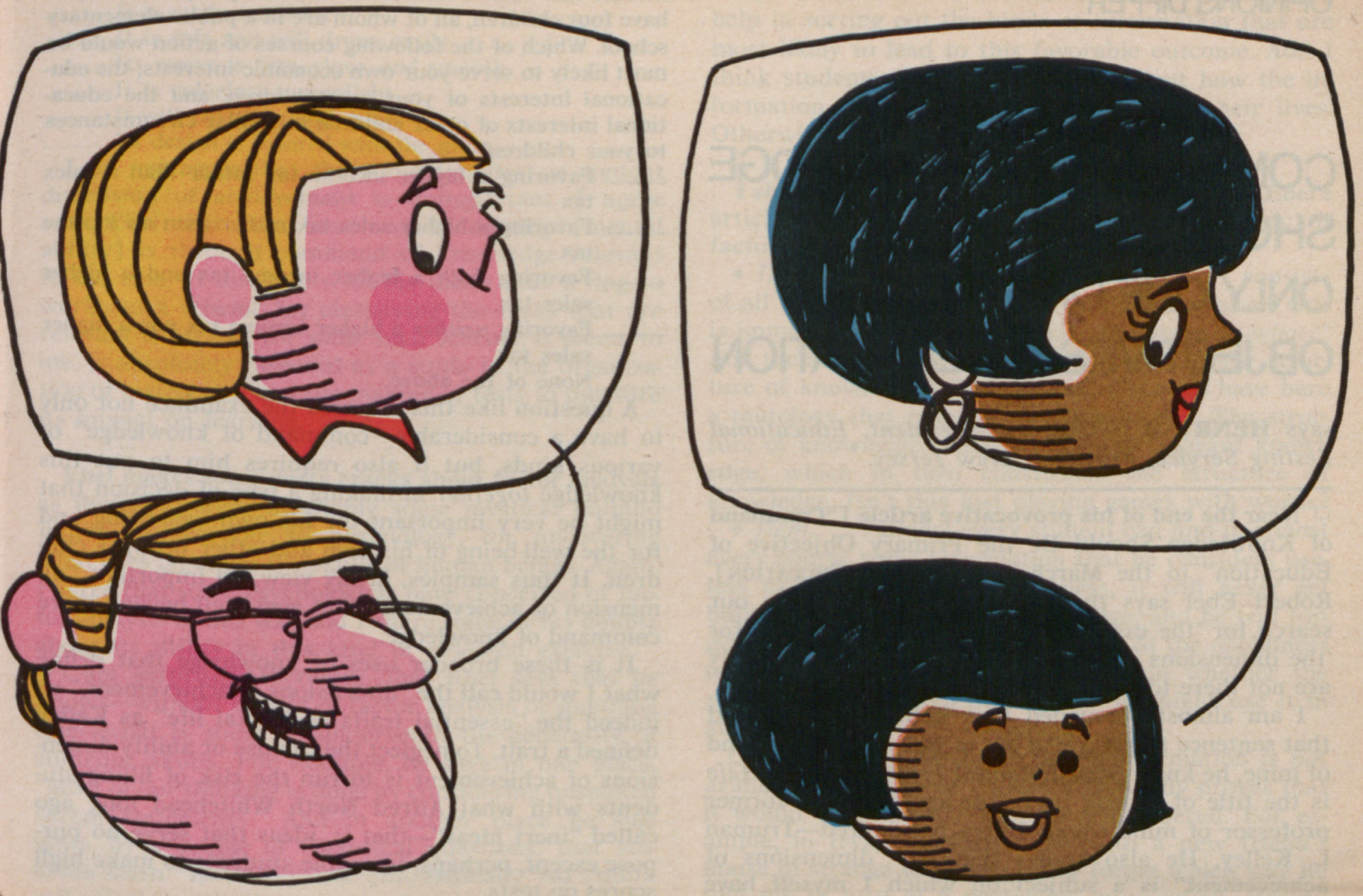

HOW TO GET YOUR CHILD TO Listen TO YOU

A supporting filmstrip based on the accompanying special feature has been produced to give you a complete parent-information program. Produced in full color with sound on a 12" 33 1/3 rpm record, it is a 20-minute production in two 10-minute segments. Inspired by the 1971 American Education Week (October 24-30) theme, "Help Schools Bridge the Gap," this "double feature" can be useful with parents who have children in any of the grades. Reprints are available in packages of 30.

Filmstrips are 35mm and include narration on 33 1/3 rpm record.

Following are Briefing for Parents materials available for use throughout the year.

HOW TO Listen TO YOUR CHILD

Please send me	Pkgs. of 30 reprints	Filmstrips
How To Get Your Child To Listen to You—How To Listen to Your Child	___(051-02168) $2	___(058-02178) $15
Still priced at their original preinflationary prices:		
If the Shoe Fits	___(051-02158) $1	___(058-02160) $8
How To Get the Most Out of School	___(051-02140) $1	
How You Can Help Your Child Get the Most Out of School		___(058-02138) $7
How Good Is Your Child's School?	___(051-02122) $1	___(058-02120) $7
Your Child and Discipline	___(051-01878) $1	___(058-01880) $7
Your Child and Testing	___(051-02122) $1	None Available

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COMMAND OF KNOWLEDGE SHOULD BE ONLY *ONE* OF THE OBJECTIVES OF EDUCATION

says **HENRY S. DYER,** *vice-president, Educational Testing Service, Princeton, New Jersey.*

□ **Near the end of his provocative article ["Command** of Knowledge Should Be the Primary Objective of Education" in the March 1971 TODAY'S EDUCATION], Robert Ebel says that "we should discontinue our search for 'the essential traits of mental life,' or for 'the dimensions of achievement,' since they probably are not there to be found."

I am almost persuaded that Robert Ebel planted that sentence to get a rise out of me. As an old friend of mine, he knows that *Essential Traits of Mental Life* is the title of a book on factor analysis by a former professor of mine whom I greatly admired—Truman L. Kelley. He also knows that the "dimensions of achievement" is a subject on which I myself have written.

Why then, do my hackles rise? Because in that one statement, Ebel appears seriously to misconstrue both Kelley and me by linking our notions to a search for the nonexistent.

Curiously enough, Ebel's flat rejection of the notion of dimensions of achievement undercuts what seems to me a very important part of his own argument, namely, that teaching and testing in the schools should be concerned with *useful* knowledge, not just the acquisition of inchoate masses of information. If the knowledge a student acquires is to be really useful, then teachers and testers and, above all, students must be deeply and continually concerned with the different *kinds* of uses to which any student may put it, now or in the future.

Therefore, defining those uses as clearly as possible becomes extraordinarily important in the teaching-learning-testing process. These definitions must be in terms of the operations a student might perform to demonstrate that he *can* use his knowledge to good effect, both in his own interests and in the interests of his responsible participation in society.

A test question like the following should give some idea of what I have in mind:

Your state legislature is debating the question of how to raise $100 million of additional tax money for state aid to local school districts. You are asked to write to your assemblyman indicating whether you favor raising the funds by means of a state sales tax or by means of a state income tax. Your own income is $7,500 per year, and you have four children, all of whom are in a public elementary school. Which of the following courses of action would be most likely to serve your own economic interests, the educational interests of your own children, and the educational interests of other children in similar circumstances to your children?

_____ Favoring a higher income tax rather than a sales tax
_____ Favoring a higher sales tax rather than an income tax
_____ Favoring *both* a higher income tax and a higher sales tax
_____ Favoring *neither* a higher income tax nor a higher sales tax
_____ None of the above.

A question like this requires the examinee not only to have a considerable "command of knowledge" of various kinds, but it also requires him to put this knowledge *together* in making a type of decision that might be very important for his own well-being and for the well-being of his own and other people's children. It thus samples, in my view, an important "dimension of achievement" that goes well beyond mere command of knowledge.

It is these broader uses of knowledge that define what I would call the "dimensions of achievement," or indeed the "essential traits of mental life" as Kelley defined a trait. To neglect the can-use or ability dimensions of achievement is to run the risk of filling students with what Alfred North Whitehead long ago called "inert ideas"—that is, ideas that serve no purpose except, perhaps, to enable students to make high scores on tests.

The can-use dimensions of achievement have been defined in various ways. Probably the most elaborate effort in this direction is the *Taxonomy of Educational Objectives,* edited by Benjamin Bloom. The development of that taxonomy was not a search in the sense that Robert Ebel uses the term; it was simply a strenuous attempt to provide some convenient rubrics (or categories) for classifying the uses to which any kind of knowledge might be put. Its great value has been that of highlighting the importance of paying detailed attention, in education and in educational tests, not only to the facts to be "covered," but also to what students are to *do* with the facts—for instance, to combine them in satisfying and meaningful ways and to make them truly functional in the innumerable decisions that an individual must make as he confronts the new situations that come upon him every day of his life.

The following question, adapted from the evaluation category of the Bloom taxonomy, exemplifies how one might test a student's ability to use his knowledge in making a practical decision.

Jane is faced with the problem of selecting material for a school dress. The dress will receive lots of wear and will be laundered frequently. Which combination of qualities in the material would be her best choice?

Check the qualities which would best serve Jane's purpose in selecting the material for her dress:

_____ It is colorfast to washing
_____ It is crease resistant

_____ It contains little or no sizing
_____ It is easily cared for
_____ It is soft and will drape easily
_____ Its weave is firm, close, and smooth
_____ It is colorfast to sunlight
_____ It will not show soil easily
_____ Its design is *printed* with the grain

I do not agree that the subject-matter or content dimension of achievement is unimportant. I agree with Ebel that "the best way to develop [mental ability] is through command of knowledge relevant to the task." I disagree with his thesis that trying to work out a scheme for classifying the tasks that are relevant is useless, for some such scheme, it seems to me, is absolutely essential as a guide to the organization of instruction and the making of tests to measure its impact on learning.

Ebel makes some nasty cracks about factor analysis as though it were inevitably some mystical mumbo jumbo, comparable to phrenology, for uncovering what goes on under the skulls of human beings. Again, I agree that some psychologists have conceived of factor analysis in this way and I share some of his doubts about its utility in this kind of research exercise.

I am surprised, therefore, that Ebel says that *he* knows—without benefit of factor analysis or anything else—what is going on underneath the generality of students' skulls. For example, he says in one place, "Most of our thinking is done by considering unspoken verbal statements." And in another place he suggests, by a couple of rhetorical questions, that students learn "inevitably and automatically" to "think reflectively, critically, and straight." How can he be so certain that they do?

The truth of the matter is that factor analysis can be regarded simply as one useful tool for sorting out how any kinds of things may be hung together—animals, vegetables, minerals, students' classroom behavior, people's musical preferences, educators' judgments about the learning tasks that belong in a curriculum, the *uses* of knowledge, or whatever. Factor analysis, in short, is one of several procedures for getting the welter of things into manageable categories so that one can have some hope of describing, comparing, and, if need be, measuring them.

Thus, Ebel is right when he says that the "patterns of factors" of cognitive behavior "do not exist to be discovered, but only to be defined by the tests involved and the methods of analysis used." This is good sound operationalism, and I suspect most practicing factor-analysts would agree with his statement.

He is wrong, however, when he suggests that such operational definitions of cognitive behavior are useless in helping us organize instruction so that it will have the best chance of aiding students in "building structures of knowledge." His approach to the teaching-learning process would almost seem to be based on the proposition that if you confront students with any old mixed bag of information, they will *automatically* put it all together and thus become happy and effective human beings and contributors to the social good.

This I find hard to believe. I think teachers need help in sorting out the kinds of information that are most likely to lead to this favorable outcome. And I think students need help in figuring out how the information is to be organized for use in their lives. Otherwise, what are schools for?

I shall now tick off a few of the statements in Ebel's article that I find most puzzling in their logic or factually questionable.

• *Item.* "The structure of knowledge . . . consists of all the relevant knowledge and nothing else." One is immediately prompted to ask, "Relevant to *what?*" And the answer appears to be, "Relevant to the structure of knowledge." So it seems to me we have here a tautology that takes us nowhere at all: The structure of knowledge consists of all the relevant knowledge, which in turn constitutes the structure of knowledge. Isn't this just playing games with words?

• *Item.* ". . . almost every student can find in almost every course some information that he considers useless to him. If it is truly useless, it will never get built into his structure of knowledge, and he will forget it soon." In other words, the test of the usefulness of any bit of information depends on whether the student recalls it, not on whether he might use it in any other way.

Granted that a forgotten bit of information is not available for use, nevertheless, this hardly proves that it would be useless if it *were* remembered. For example, in trying to find my way to a new friend's house in strange territory, I may forget which way he told me to turn at a particular intersection. Having forgotten that bit of information could not ipso facto make it any the less useful if I could recall it.

It seems to me that a better test of usefulness is whether the information (or concept, or rule, or whatever) is likely to be of help to me in dealing with *unfamiliar* situations where my responses *cannot* be purely automatic.

• *Item.* ". . . no one in education practices rote learning of meaningless verbalisms as a means of learning. . . ." What evidence does Ebel have for such a sweeping generalization? How large a sample of schoolrooms did he observe in order to state unequivocally that the probability of meeting such practices is zero?

• *Item.* ". . . what one needs to know to be able to think effectively in such different fields as statistical inference, computer-assisted instruction, or military tactics tends to be largely specific to the field." Again, what is the evidence to support this generalization? My impression is that in all three fields cited as examples one "needs to know" a good deal of fairly advanced mathematics.

• *Item.* ". . . do not trust a man's generalization if he . . . cannot present specific evidence in support of it." Agreed! And that's why I mistrust many of Robert Ebel's generalizations. □

◆ *Do you agree with Robert Ebel's point of view or Henry S. Dyer's? The* JOURNAL *invites your reactions.*

THE SELF-FULFILLING PROPHECY

THOMAS L. GOOD *and* **JERE E. BROPHY,** *assistant professors, Department of Educational Psychology, the University of Texas at Austin.*

□ **Publicity about "Pygmalion in the Classroom"** [a 1968 Holt publication by Robert Rosenthal and Lenore Jacobson that describes the now-famous study in which the authors found that teacher expectations affect pupil achievement] has aroused much interest and created a good deal of confusion. Some popularized accounts of the book have been misleading, seeming to imply that the mere existence of an expectation will automatically and mysteriously guarantee its fulfillment. Teachers rightly recognize this idea as utter nonsense and reject it. Unfortunately, however, they sometimes then reject completely the concept of the self-fulfilling prophecy.

During the second semester of the 1969-70 school year, we carried out research that leads us to say that sometimes teachers' expectations do, indeed, function as self-fulfilling prophecies. But we wish to make clear that when we say this, we do *not* mean that any expectation is, ipso facto, going to come true. We *do* mean that teachers' expectations can affect their behavior and that their behavior will in turn affect the children by communicating these expectations to them.

In our study, we observed four first grade classrooms after the teachers had had time to get to know their children well. We made no attempt to influence the expectations of the teachers; instead we simply asked them to rank the children in their class in order of achievement. In each of the four rooms, we selected from these lists for special observation three boys and three girls who ranked high and three boys and three girls who ranked low. Our interest was in discovering whether or not the teachers treated the highs and the lows differently in ways that were predictable from the self-fulfilling prophecy hypothesis. The findings were quite clear: Differential treatment of the two groups consistent with the hypothesis occurred in all four classrooms.

Particularly instructive are certain findings concerning the teachers' behavior when the children were reading aloud in the reading group or attempting to answer teacher questions. In both situations, the teachers tended to treat the two groups of children differently when they were "stuck" or when they had given a wrong answer. When dealing with high expectation pupils in such instances, the teachers tended to repeat the question, rephrase the question, give a clue, or ask another question—reactions that involve working with the child and giving him a second chance to respond to the same question or to a related one. With the low expectation pupils, the teachers tended to give the answer or call on someone else, thereby closing off the interaction.

There were also striking differences in the teachers' reactions to the children's responses. Even though the highs gave many more right answers and fewer wrong ones than the lows, they were twice as likely to receive praise for a correct response and only one-third as likely to receive criticism for an incorrect response. And there was a clear difference in the frequency with which the teachers failed to give any kind of reaction to the child. This absence of teacher reaction occurred in only 3 percent of the interactions with the highs, whereas it occurred in 18 percent of those with the lows.

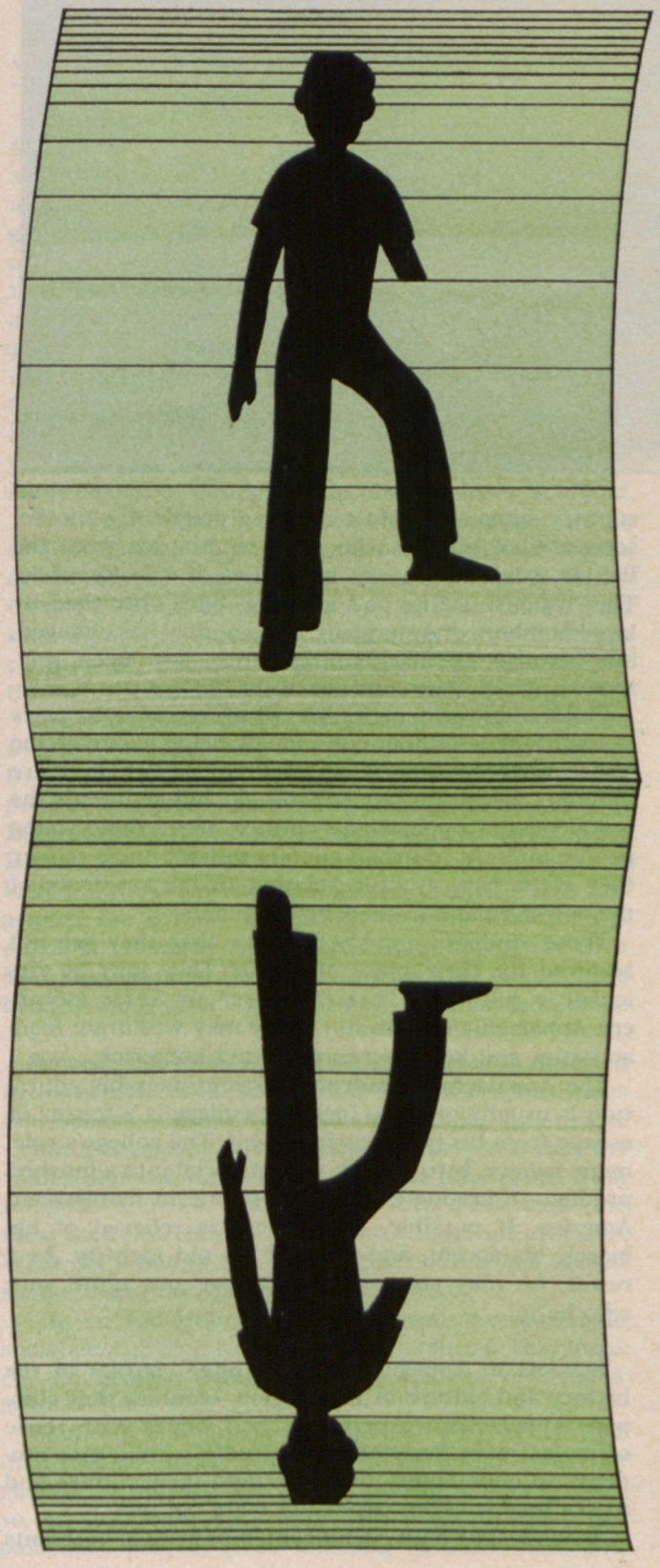
Teacher behavior flowing from low expectations interferes with progress in two ways.

First, it limits the amount of material that a child can learn—partly because his teachers do not try to teach him as much and partly because they give up much more easily and quickly in teaching him the things they do try to teach.

Second, such behavior stifles a pupil's motivation and gives him a feeling of alienation. (Not surprisingly, the highs in our study sought out the teacher to discuss their work about five times as often as the lows.) If anything, we might expect the teacher to be on the lookout for chances to encourage the lows by praising the success that they do attain and would, at the same time, be slow to criticize them in view of their greater learning difficulty.

The sad state of affairs we observed in these four classrooms apparently is the end result of a gradual process that, in all probability, begins when initial difficulties in teaching the lows erode the teacher's confidence in his ability to teach them. This leads him eventually to adopt the attitude that these children are unable to learn like the others. As the attitude becomes more firmly established, failure expectations likewise become firmly established.

Gradually, things get to the point where the teacher "knows" in advance that certain children will not learn the lesson. He no longer expects to teach the lows in the sense of working with them until they master the material. Instead, unconsciously abandoning serious teaching efforts, he halfheartedly goes



through the motions of teaching just long enough to reassure himself that the children indeed cannot learn.

Under such circumstances, the teacher is naturally more tuned to evidence of failure than of success in the lows. He may not notice when these children *are* doing good work or when they *are* paying attention. Consequently, he misses opportunities to encourage them and to stimulate new learning. He focuses attention on their failures and finally functions as a carping critic rather than as an encouraging instructor.

None of this process is deliberate. The teachers we observed were surprised and distressed when we told them what we had found. They were open to suggestion and correction, realizing that even the best teachers need and benefit from feedback.

Unfortunately, however, because expectations guide both perceptions and behavior, their self-perpetuating capacity is very strong. Being human, all teachers are much more likely to see what they expect to find than what they don't expect to find. And all too frequently they fail to test their assumptions in the classroom, which often leads them to accept needlessly low performance from students. Certainly if they never check their assumptions, they are not going to change.

The central issue here is the importance of teacher attitude. IQ scores and other sources of information are neither bad nor good, per se. The use that the teacher makes of the information is what is crucial. Of vital importance is that he see information about a child as merely hypothesis—the best guess at the moment.

In conclusion, let us identify those desirable teacher attitudes and expectations that are inextricably linked with effective teaching:

1. The teacher believes that skill acquisition is the major (though not the only) goal of the program and that deliberate instruction is a major responsibility of the teacher.

2. The teacher genuinely and seriously expects all children to meet at least the minimal program objectives and is willing to spend extra time with the children who have difficulty.

3. The teacher understands that the crucial aspects of the teaching role are instruction, diagnosis, and remediation rather than the giving of directions and evaluations.

4. The teacher expects to talk to and with the children, not merely at them.

5. The teacher realizes that when his behavior is appropriate, his pupils will find skill acquisition inherently enjoyable and rewarding.

Teaching is a very complex activity, but teachers who enjoy children, who have mastered basic teaching techniques, and who are open to corrective feedback are well on their way toward becoming outstanding teachers. □

APPALACHIA

LOYAL JONES, *director, Appalachian Studies, Berea (Kentucky) College.*

□ **A great educator with a Mennonite background** used to give a speech about the importance of knowing one's identity. He always started out the same way: "My grandfather was a huge man with a red beard, and he knew who he was." Then he said that everyone must know who he is in order to understand the special bias with which he views everything.

The idea of preserving one's own special identity has only recently caught the attention of educators, long preoccupied with the melting pot idea. For years we have been more committed to conformity and consistency than to the encouragement of diversity.

Now, thanks partly to the black culture movement, educators are questioning the melting pot theory and are looking afresh at the need to encourage cultural and individual differences. They realize that forced conformity brings on educational and emotional problems for minority peoples—whether Indians, Chicanos, Blacks, or Appalachians—who are discouraged from being themselves.

Everybody needs to have a sense of his own identity and to be at ease with this knowledge. One's personality and identity are shaped to a great degree by the culture that nurtures him. Each culture has its own value system (set of priorities) which creates distinct and sometimes unique attitudes in its members. It is certainly bad pedagogy, bad human relations, and bad psychology to downgrade cultural and individual differences.

My special concern is for the nearly 10 million people living in the Southern Appalachian region and the more than 2 million Appalachian migrants who have moved into urban areas in other parts of the country since 1940. Most of these people are the descendants of settlers who came to America from the British Isles before the beginning of the Republic. They espouse values and attitudes once cherished by large numbers of Americans. Our country has changed, but because Appalachian residents have been relatively isolated, they continue in the old ways.

Children growing up in this culture assume the ways of their elders without consciously being aware of the socialization process. They may not realize they are different, because their schools do not point up the uniqueness of Appalachia's culture. When these young people migrate to urban centers outside their region, they often have trouble relating to the residents of the new area and to their new teachers.

These students quickly perceive that they are not admired for their place of origin. They may be ridiculed as hillbillies, "briarhoppers," or SAMs (southern Appalachian migrants). They may withdraw from activities and become resentful and homesick.

The Appalachian student who continues his education is usually made to feel that college is a means of escape from his home environment. The college's role, many believe, is to process raw material into a finished product—a graduate who can operate in mainstream America. If possible, the student is relieved of his biases, his accent, and most of his old identity. As a result, he may come out of college not quite sure who he is.

Schools in Appalachia should offer courses in the history and culture of that region—courses that compare Appalachian experiences and values with those of mainstream America. Such studies would give students an opportunity to understand their culture and to see how it differs from the main culture.

Schools that have significant numbers of migrants

from Appalachia should have special courses for teachers (Cleveland does) who instruct these young people. Classrooms should be flexible enough to emphasize Appalachia's folk songs, dances, stories, and food. Children should be encouraged to tell about their childhood experiences back home and made to feel that they bring a richness to their new classes.

I am often asked: "Are Appalachian people really so culturally different from other Americans?" I reply, "Yes, in several respects."

First, our origins, history, and experiences are different from those of other Americans. The people who settled Appalachia were mainly Scotch-Irish, English, and Welsh, with a few Germans and French. The migration of the Scotch-Irish was the most aggressive and dramatic. They were originally Scotch Presbyterians unhappy with the restrictions from the King and the Church of England. When land became available in northern Ireland after about 1610, they went there in large numbers, but pressures from England followed them. In the second quarter of the eighteenth century, they began to migrate to the New World, and the movement continued throughout that century. Many Scots, of course, came directly from Scotland.

The English had taken most of the good land in the eastern coastal plains, so the Scotch-Irish—with some of the English and a few Germans and French—traveled inland. They moved up the valley of Virginia into what is now North Carolina, on to the Watauga country of Tennessee, and (after the Revolution) through the Cumberland Gap into Kentucky.

These were the people who wrote the Mecklenburg Declaration (declaring that all laws deriving authority from the King or Parliament were "wholly suspended") before Jefferson wrote the Declaration of Independence. These were the people who defeated the British and the Loyalists at King's Mountain, who followed Andrew Jackson against the Creek Indians and against the British in the War of 1812. Much of Appalachia remained loyal to the Union during the Civil War, and through the years Appalachian people have been strongly attached to the flag of the United States.

Second, the value system in Appalachia is different in discernible ways. This system has fostered attitudes and behavior unlike those of many other Americans.

Mountain people are religious in the sense that the values and the meaning they see in life spring from religious sources. Many social reformers view the local sect churches as a hindrance to social progress. What they fail to see is that the church has helped sustain mountaineers in grim situations.

Life on the frontier did not permit an optimistic social gospel. One was lucky if he endured. Therefore, religion became fatalistic and stressed the rewards of a future life.

Mountaineers believe the human tragedy is that man sees so clearly what he should do and what he should not do and yet he fails so consistently; even so, he has God's grace. This belief has sustained Appalachia's people, given meaning to their lives, and helped to rationalize the lack of material success. There are few atheists in Appalachia.

Individualism, self-reliance, and pride are perhaps the most obvious characteristics of mountain people. This quality led them into the wilderness; once there, they had to be self-reliant or perish.

With the changing of the national economy, some Appalachian people have become captives of new circumstances, but their belief in independence has not diminished. Mountaineers still want to do things for themselves, whether it's making a dress, building a house, or repairing a car. There is satisfaction in all this, especially in an age when many people hire someone to do most of their work.

A mountaineer's pride makes him unwilling to be indebted to others. He finds it difficult to seek welfare aid when he is in need, often pretending to be better off than he really is.

The mountaineer's independence is tempered somewhat by his basic friendliness and hospitality. Frontier families had to help each other build homes and barns, and they always took people in when night caught them on the road. Persons brought up in this tradition urge a visitor to stay for a meal and spend the night.

Appalachian people are family-centered. The mountain person wants to please his family, and he is most at ease when he's within the family circle.

The people of Appalachia take great pride in craftsmanship—in design, quality, and beauty. They have perpetuated or created some of the most beautiful songs in the field of folk music. They are also masters of the simile and metaphor in song, story, and speech. "He'd cross hell on a rotten rail to get a drink of likker" or "He looks like the hind wheels of hard times" are statements one can "get involved in." Humor has sustained our people during hard times.

Mountaineers are patriotic and interested in public affairs. They turn out to vote in significant numbers. They relate personally to politicians who catch their fancy and appear trustworthy. Mountaineers are more closely tied to the national government than to the South or to local and state governments, and they generally support national policies.

Problems are inherent in all these values, whether the Appalachian person stays in his own region or migrates. But in an age of eroding values, the mountaineer has many qualities worthy of admiration.

I have concentrated on Appalachian culture in calling for courses that will help create a sense of identity in our young people. The same argument can be made for other minority groups in our country.

Public education has a responsibility to help develop a sense of identity in all its students. The school also needs to build a sense of national unity, but it can do this best by helping young people to understand their own culture and themselves, and in this way, to see that while they are different from others in some ways, they are alike in most ways. Once they truly understand themselves, they will be closer to understanding all men. □

Alfred I. DuPont Education Association

BARBARA SARRA, *sixth grade teacher, Faulk Elementary School; past president, Alfred I. DuPont Education Association, Wilmington, Delaware.*

□ **In the early spring of 1969, the** Alfred I. DuPont Education Association (Wilmington, Delaware) faced serious problems. Dues were $2, the membership was largely uninterested, and future prospects seemed bleak.

In a district with approximately 10,000 students, teachers in our two high schools, three junior highs, and eight elementary schools faced tremendous difficulties. Growth within the district resulted in large-scale transfers of personnel, in many cases to less desirable positions. Class size was increasing, planning time was eroded, and the services of psychologists and reading specialists were cut back. New programs were initiated without sufficient funding; teachers were not represented on the district's Curriculum Council.

Teachers reacted to these conditions by sending the school board two documents requesting needed changes—a report from an elementary study committee and a letter from the Brandywine High School staff. When neither missive brought the desired changes, the association realized that it had to do something quickly or its members would look elsewhere for leadership.

As a result, several steps were taken to strengthen the AIDEA. First, dues were increased from $2 to $5 so as to give the president a salary of $3 per member. We felt this would emphasize the importance of the position—both to the membership and to the president. Next, a committee was appointed to investigate new ways of improving communication between the school board and our association's board of directors. Its conclusion was that the answer to our needs lay in negotiations.

When the opening of school in September 1969 confirmed that our problems were still with us, we based our membership drive entirely on local issues. Realization by the teaching staff that their involvement was urgently needed to improve conditions resulted in a doubling of membership to over 400, a mandate to secure recognition as the bargaining agent, and vigorous lobbying for a state negotiations law. (The law was finally passed, although unfortunately in a watered-down form.)

At the start of negotiations in April 1970, more than 150 members had been involved in preparation of our proposal and Erwin Coons of the NEA Division of Field Services had provided valuable assistance in budget analysis. The negotiations with the board's representatives proved long and tedious, but the membership stood fast when we rejected the board's best final offer in June.

With the conclusion of negotiations in July, we were able to pause, reflect, and recognize that increased membership interest, involvement, and support had effected significant changes. Through the master contract we had provided previously nonexistent channels of communication—a teacher-administration liaison committee at the district level, monthly meetings of building representatives with each principal, and a role for the AIDEA in the grievance procedure.

Outside the contract (admittedly, a risky way to do business), we have secured teacher representation on both the Curriculum Council (a policy-making body in the district office) and a joint committee to revise the extra pay schedule. Moreover, AIDEA has reestablished its presence on the PTA Executive Council.

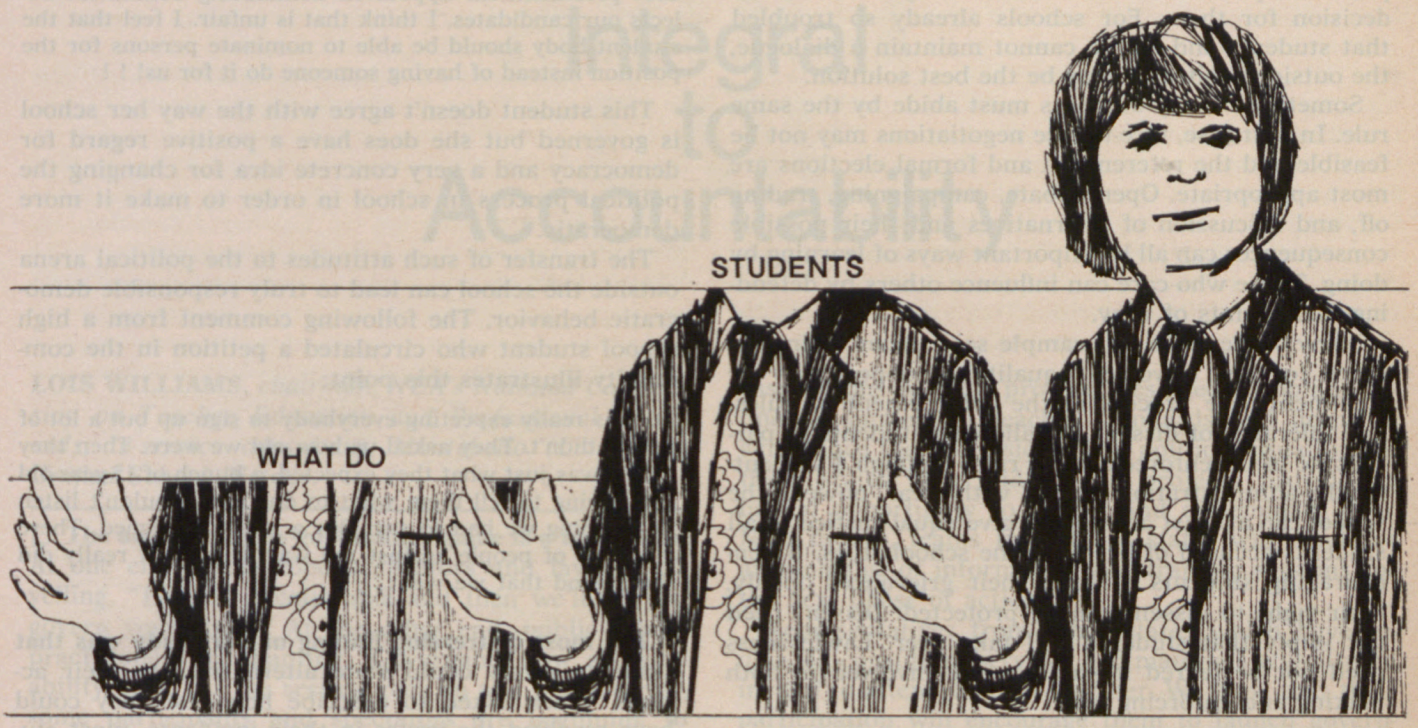
Of course, we haven't solved all our problems, nor can the association claim credit for every improvement, but these channels are now being used to seek improvement in our instructional program and personnel policies. And things *are* looking up: Fringe benefits have improved, class size has been reduced, and administrators are now in contact with teachers.

Today, when our members look around, they see a vigorous, visible association, one that is actively seeking improvement in working conditions and salaries and vigorously defending teacher rights.

They have seen the Delaware State Education Association and NEA provide legal and financial assistance for a member who was dismissed without due process. They see building representatives and principals conferring on matters ranging from the price of salads in the cafeteria to in-service plans and grievances. They see that we who teach now have a voice where before we were mute or unheard.

The realization that others, in addition to the teaching staff of our district, are interested in our problems came late to most of us. The resources of DSEA and the NEA have helped solve some of our problems. Consequently, the membership campaign in September 1970 resulted in a 124 percent increase in unified membership—from approximately 190 to 425 unified members. We are now in a position to vote overwhelmingly for unification!

While it's true that AIDEA has not solved all its problems, we're now in much better shape to tackle the others. □



ARLENE RICHARDS, *adjunct assistant professor of psychology and education, New York University.*

□ **High schools across the country have suffered** from tensions and unrest. What is wrong? Why aren't students able to accept the schools as they are? How could the governance of the school foster civic responsibility? What could be done to make the schools better able to prepare involved, energetic citizens of our American democracy? Can democracy withstand the disruptions that students seem to be involved with both in and out of school? Can the school system survive through the seventies?

From 1968 to 1970, the Center for Research and Education in American Liberties at Columbia University conducted a study of the objectives for civic education in the 1970's to attempt to answer these questions. Professor John DeCecco and I directed the study, and it has been written up as a research monograph.

Most of the schools and students in the study were from the New York area, but a study of nationwide newspaper reports of high school unrest has indicated that the same issues and problems are coming up everywhere in the United States.

Our study had an interview format. Since administrators and teachers already (hopefully!) have the power to express their ideas about school governance, we tried to get the thinking of students.

We collected almost 7,000 interviews written by urban and suburban high school students. All of them were asked the same basic question:

> Sometimes a group has trouble being as democratic as its members would like it to be. Sometimes a person is not sure what is the democratic thing to do. Other times it seems as if no one can change the way things are enough to make a democracy work in a place like a school or a town. When someone wants to do new things or do things in a new way, it can start a fuss. Please write about one time when something like this happened to you or you saw something like this happen in your group or your school.

Follow-up questions were asked to make sure students included as much information as they could on how the problem they discussed was resolved, how else it could have been resolved, and who participated in its resolution.

The major finding of the study was that students are demanding participation in decision making in their schools. They are asking to be allowed to do what citizens do in a democratic government: They want to help set up the rules they live by.

In my opinion, such rules could be set up by negotiation between the students and the school. An open forum where all students (and not just the "nice kids") could regularly present ideas for changes in rules would be useful. Many of those who don't speak up are bitter. They are unwilling to participate in decision making because they don't believe adults are genuinely interested in their participation.

An outside mediator or change agent, an adult who is impartial, could help establish trust. Sometimes it might even be necessary to use an outsider to arbitrate. When a dispute gets bitter enough, the only way to resolve it may be for both sides to agree on a person they can trust to hear them fairly and make the decision for them. For schools already so troubled that students and adults cannot maintain a dialogue, the outside arbitrator may be the best solution.

Sometimes many students must abide by the same rule. In that case, face-to-face negotiations may not be feasible and the referendum and formal elections are most appropriate. Open debate, campaigning, trading off, and discussion of alternatives and their possible consequences can all be important ways of learning by doing. Those who care can influence others by defending their points of view.

Many students in our sample said issues of importance to them involved equality of opportunity or treatment, due process in the enforcement of rules, and tolerance of dissent. By allowing students to participate in the enforcement of rules through a student-faculty-administration court with real power, the school can at least attempt to give equal justice to all students accused of breaking the school rules. By encouraging students to state their grievances openly, their right to dissent can be protected. Dissent need not imply that students will take over. Lawlessness need not be feared if students are involved in both making and enforcing laws.

The study concluded that high schools produced three kinds of attitudes in students: (a) the bored, apathetic, indifferent attitude; (b) the critical, angry, and protesting attitude; and (c) the active, reasonably satisfied, caring attitude.

Each attitude is typical of a different kind of school experience. During a protest, a student in a suburban high school expressed the bored, apathetic attitude.

> I think this whole thing is stupid. The kids that are sitting in the main lobby now are very ridiculous. They are not going to get what they want if they sit there all day. . . .
>
> I don't think the police have a right to tell us to get inside the building or we will be arrested. We really have no freedom now and never will again. The only reason I'm not in the lobby now is I think it's worthless. . . .

The student is telling us that he doesn't want to try to gain what he sees as his rights. He wants only to withdraw, to buy peace at the price of giving up his rights, since he feels he can't get his rights anyway.

A student who actively complained about the governance of his school, displayed the second attitude:

> A few months ago I was suspended from classes because of my dress. S--! I really can't see how dress has any connection with education. Blue jeans, bare-footed, and tee shirts will not wreck my study habits. It's such a hassel to come well-groomed to school. Also my hair was quite long and I was forced to get a trim. Wow like who the hell do they think they are. Your dress and the length of your hair have no connection with the individual's education.

The third attitude, a positive concern for democratic values and procedures, was expressed by one student this way:

> The G.O. president nominating (process) is not democratic. In this school, we the students don't nominate a G.O. president. An appointed nominating committee selects our candidates. I think that is unfair. I feel that the student body should be able to nominate persons for the position instead of having someone do it for us! ! !

This student doesn't agree with the way her school is governed but she does have a positive regard for democracy and a very concrete idea for changing the political process in school in order to make it more democratic.

The transfer of such attitudes to the political arena outside the school can lead to truly responsible democratic behavior. The following comment from a high school student who circulated a petition in the community illustrates this point:

> I was really expecting everybody to sign up but a lot of people didn't. They asked us how old we were. Then they said it was just what they expected, a bunch of 15-year-old kids trying to tell them what to do. They wouldn't listen to anything we had to say. But a lot more signed. There are a lot of people against the war. I guess it really did some good that we went.

The most distressing finding of our study was that students rarely could state alternatives to their actions. When asked to describe how else they could have resolved the issues in their incidents, most students didn't know what else they could have done.

Open debate with discussion of alternatives about real school issues might well help them to learn to think in terms of articulating alternative solutions to problems.

Teaching students to resolve issues in terms of the good of the entire group rather than in strictly egocentric terms should also be a long-term goal of the schools. High school students frequently mentioned issues in which their group came into conflict with authorities; junior high students were more likely to focus on individual quarrels with their peers.

By allowing open debate and confrontation, schools could encourage students to understand their antagonists' point of view. For the individual teacher, opening the classroom to debate can be difficult and may necessitate getting permission from some of the school's administrators before discussing a really important issue. Including administrators in formulation of class rules with students can help the administrators to understand the students' point of view. Often, they will be surprised by the relatively modest requests that students express.

By calling them "demands" and engaging in confrontation tactics, students may make their wishes for change seem more radical than they really are. Teachers and administrators might well practice listening to students' meaning, not their rhetoric. Then we may find that students are capable of becoming rational citizens by engaging in rational civic behavior in high school. □

Governance Is Integral to Accountability

LOIS WILLIAMS, *chairman, NEA's National Commission on Teacher Education and Professional Standards; in-service consultant, Montebello (California) Unified School District.*

☐ **The accountability-governance game is a tug-of-war.** At one end of the rope, legislators and laymen are yelling, "Become accountable and then we'll let you govern yourselves!" At the other end, public school practitioners are chanting, "Governance now, accountability next." As the seesaw goes on and on, however, some participants and spectators are beginning to realize that neither side can win the game on these terms.

Self-governance is one of NEA's top priorities. The commissioners and staff of NEA's Teacher Education and Professional Standards (TEPS) are operating under a program budget that commits the major portion of money and time to governance. Working in cooperation with other NEA units, state and local associations, and state TEPS committees and consultants, we are moving as rapidly as possible toward two critical governance goals: (a) a teacher standards and licensure act in every state and (b) negotiated conditions for continuing education, staff development, and instructional improvement in every local association.

A teacher standards and licensure act delegates legal authority to the profession within a state to determine who is licensed to teach, what his preparation will be, how and by what standards colleges are accredited, how specialties will be certified, and how licenses of unethical or incompetent practitioners will be revoked or suspended.

Ours is the only profession requiring a license to practice that has no control over the entrance and exit of its practitioners. For at least 25 years, states have had many kinds of advisory groups for teacher education and certification. Most of them have been extralegal, however, and *all* have been only advisory, which means that lay groups have actually controlled licensure.

This year, TEPS is collaborating with eight state associations in pilot projects designed to obtain, refine, or implement teacher standards and licensure acts. Since the professional and political situations in these states vary widely, the projects provide an unusual opportunity to collect and disseminate data. Next month, teams from these states will meet for an exchange of information and training sessions for the next phase of action.

Representatives from other states which have requested consultant services and materials will also be invited to attend this get-together. We hope that their participation will encourage them to launch governance projects and that additional state and NEA funds and staff time will be available next year for full-scale action.

Whether involved directly or not, every NEA member should understand and be able to explain to laymen and legislators the need for an act that integrates licensure, advanced credentialing, and accreditation of teacher education. To help you become well-informed in this matter, the NEA-TEPS office has the following materials available without charge:

1. A filmstrip-tape to introduce teachers and laymen to governance
2. A working paper explaining the concept of governance for the teaching profession
3. A "model" teacher standards and licensure act prepared by TEPS in consultation with NEA's Professional Rights and Responsibilities Commission and the NEA Office of General Counsel and with input from more than 1,000 practitioners who attended the 1969 regional TEPS conferences
4. A study guide on governance developed through use in pilot states
5. Reports from states that are building initial basic support for legislation
6. A first draft of a loose-leaf handbook for local association negotiators that marks the beginning of a clearinghouse process for contract items dealing with instruction, personnel policies, evaluation, continuing education, and educational development councils.

Pressures on public schools demand that NEA collaborate with states to get teacher standards and licensure acts as soon as possible. Then we will have legal power to control requirements for teacher education and licensure; accredit colleges and universities for teacher education; and revoke, suspend, and reinstate licenses after full and just hearings.

Some critics label this power *control over education.* It is not. The public and the profession share the responsibility for setting goals and policies, determining purposes and aims of education. They also share the responsibility of providing conditions to achieve these goals. But the public must be helped to see that it should delegate to the profession the right to govern itself, to evaluate the performance of practitioners, to protect the competent and disbar the incompetent, and to determine the kinds of continuing education necessary to improve their practice. This power will move us to accountability.

Parallel to this priority for state legislation is the need for negotiation of noneconomic items at the local level. They are both inextricable thrusts toward the governance goal. A strong, effective teacher standards and licensure act will accomplish little unless we also control conditions for continuous professional development locally.

Negotiating salaries and working conditions is often difficult. Far more difficult is negotiating such matters as evaluation of performance (including self-appraisal), instructional improvement, curriculum development, rights and responsibilities of students, or staff development.

To facilitate professional standards negotiation, TEPS is establishing a clearinghouse for descriptions of successful and suggested items for "packages" available to local association negotiators.

Some associations are finding that student teaching is a good opening topic. The district, the college, and the association share a common concern for the quality of student teaching and internships. Selection of supervising teachers and cooperating schools as well as assignment of student teachers or interns should be done on the basis of carefully designed criteria. Cooperative agreements outlining the responsibilities of all participants can lead to contracts guaranteeing support from all parties. Performance criteria for evaluation can be developed and tested. Experimental programs, such as "teaching schools," might well be launched through the negotiation process.

In-service education needs immediate attention in most districts. Beginning with a board of education policy recognizing teaching as a profession and the individual's responsibility for continuous growth, negotiating might move to establishing a percentage of the entire instructional budget for professional development. A council or commission can be organized to review in-service recommendations and to implement those selected for action. Conditions for optimum results can be developed. Such matters as assessment of needs, released time, extended year for professional activities, sabbaticals and study leaves, opportunities for investigation and research, and evaluation can be worked out.

Evaluation must not be avoided just because it is difficult and controversial. Formal evaluation of teaching performance can be improved, and policy on the process of evaluation should be established through negotiation. An example might be a policy related to self-appraisal systems.

Board standards for employing qualified staff can be developed. These standards might reflect a higher level than the minimum certification requirements of the state. Some associations may want to insist that graduates of institutions accredited by the National Council for Accreditation of Teacher Education receive priority consideration for employment.

The whole area of initial assignments, new staff openings, and misassignments can be brought together for negotiation. A new and exciting opportunity comes with the addition of instructional aides and paraprofessionals to school staffs. What is seen as a threat by some teachers can become a great asset if fair policies are adopted.

The notion that teachers are interested only in salaries and working conditions begins to fade the moment a local association negotiates for professional standards. Such negotiation by local associations is fully as important as state standards and licensure acts. The two lines of action do not need to be parallel. Each deserves maximum priority, though development comes at different rates.

Because the need for professional autonomy is so urgent, TEPS is continuously evaluating progress. Through the network of the eight pilot states, a system of continuous exchange and evaluation is developing. This information and experience should speed up the process for other states.

TEPS is also serving as a "bank" for information on the process and outcome of efforts to negotiate professional standards. Reports from locals will increase our "deposits" and result in higher "interest" for other locals.

Though attaining governance at state and local levels is difficult, it is simple compared to the task of implementation. Many of us are interested in reforming teacher education and setting conditions of entrance into the profession, but who will participate in procedures for "weeding out" colleagues? After we establish conditions and criteria for our accountability, will we welcome the opportunity to demonstrate our competence? How will teachers who have assumed that their direction comes from the legislature, the school board, the principal, or the department head make the transition to responsible self-direction? What percentage of the membership can a local association count on to plan and carry out professional development activities?

Our outlook is optimistic. We are committing most of our budget and our energy to governance. We believe it is integral to accountability.* □

*See the special feature on accountability in the March 1971 issue of *Today's Education.*

TEACHING ABOUT LAW

ALEX ELSON, *member, Illinois Bar, and* **MIRIAM ELSON**, *chief psychiatric social worker, University of Chicago Student Mental Health Clinic.*

□ **Today schoolchildren grow to adulthood without** any real understanding of the legal process, of the role of courts and administrative agencies, of the role of lawyers in the administration of justice, or of the underlying purposes of the role of substantive law. The major result is that vast numbers of our people are estranged from the law under which they live.

In order to educate children about the law, the Chicago Bar Association and the Chicago Board of Education jointly sponsored an experimental program—the Law and American Society Project. Initiated in the summer of 1966, the Project was funded under Title I of the Elementary and Secondary Education Act of 1965. However, since the summer of 1969, it has been carried on by the Law in American Society Foundation, Inc., and funded by a grant from the USOE's Education Professions Development Act program, by royalties from publication of Project materials, and by grants from private foundations.

The primary function of the Project has been to conduct a series of summer institutes and evaluation seminars and workshops during the academic year to prepare Chicago teachers from inner-city schools to teach legal concepts in their history and social studies classes. Five summer institutes have been held, involving 365 teachers and a distinguished faculty of law professors, educators, psychologists, and Reginald Heber Smith Fellows (recent top graduates of law schools, such as Harvard, Yale, and the University of Chicago) with legal aid experience in poverty areas.

The summer institutes ran from six to eight weeks with four hours of classes daily. The morning hours were devoted to legal topics; the afternoon, to educational ones, and to adapting legal materials for inner-city classroom use.

Institute participants were intensely concerned about producing materials that would aid students in developing a rational approach to meaningful legal problems. As a result, they developed a series of nine books for grades four through twelve with teachers' handbooks for each unit.

The three history units in the Trail Marks of Freedom Series (Houghton Mifflin, forthcoming) are *Law in a New Land* (fourth and fifth graders), *Great Cases of the Supreme Court* (seventh and eighth graders), and *Vital Issues of the Constitution* (high schoolers). These treat relevant questions of Constitutional rights, such as equal opportunity, freedom of expression, freedom of religion, and suspension of civil liberties in times of national emergencies. They also provide the student with live examples of the Constitution in operation and stimulate the study of that document as one that is flexible.

The materials present each issue in its historical context, trace its evolution through significant periods of history, and, most important, analyze the contemporary questions surrounding the issue. The materials also include questions designed to encourage the student to hypothesize about how the issue should have been resolved in the past and how it can be treated in the future.

The private law materials focus on the operation of justice in urban areas. These six books are of particular significance to inner-city children. They are: *Landlord and Tenant, Consumer Law, Poverty and Welfare, Juvenile Delinquency, Crimes and Justice,* and *Urban Setting.* These units, referred to as the Justice in Urban America Series (Houghton Mifflin), are designed as a replacement for civics and government courses at the secondary level and as a supplement to other social studies courses.

The emphasis of these units is not on rules, legal definitions, or legal theory. Instead, they highlight the impact of law on everyday life. Their goal is to involve students actively in resolving legal questions so that they may come to understand some of the fundamental principles underlying the correct use of the law in human activity.

Two additional units have been drafted and are being field-tested in experimental editions by some two thousand high school students. The titles are *The City and Its Police* and *Social Protest and the City.* These may be used as alternative units in the Justice in Urban America Series or to supplement other social studies courses at the junior or senior high school level.

In addition to helping with curriculum development, the faculty of the summer institutes trained teachers in the inquiry method of teaching social studies. The objective of this approach is the creation

The Elsons spoke at greater length on this topic at the 1970 meeting of the American Orthopsychiatric Association.

of an open classroom climate conducive to the vigorous exchange and testing of ideas and hypotheses, especially student-generated ideas and beliefs. The underlying philosophy of the method is that all students have some capacity for solving problems, reasoning, and independent study.

What has been the experience of the teachers and the more than 60,000 schoolchildren who have used this approach with these new materials?

One obvious result to the Project staff is the enthusiasm of the teachers when they return to their classrooms with new materials and new skills.

But what of the children? Teachers have reported improved class attendance and a marked falling off of discipline problems since they have adopted this new method. But, have the students learned more about the law and how it operates and have their attitudes actually changed as a result?

A description of one of the classes using this new technique and materials may help to answer that question. We visited an eleventh grade social studies class (in the Westinghouse Vocational School in the heart of the city), which was made up largely of blacks and a few Mexicans and Puerto Ricans. The group consisted primarily of boys.

The students' interest in the unit relating to landlords and tenants brought them to the classroom well before class time. Although the school building is new, well-designed, and well-lighted, this room had a heating problem on this day of below-zero temperature. While the teacher arranged for the class to meet in another room, one of the students announced that he had been elected by his group to protest the conditions in the room and to ask why the "landlord"—the board of education—should not be brought to court to meet the conditions of the lease.

As we moved to the new room, teacher and students engaged in a lively repartee, reinforcing their classwork of the previous day, which had been a thorough reading of a typical lease along with a critical evaluation of the rights and responsibilities of the landlord and the tenant.

In the new room, the class examined the problems in a suit brought by a mother on behalf of her infant children who were showing signs of lead poisoning. The students had obviously studied the material provided on the case, which included the legal complaint, the certificate of inspection, medical reports on the children, and excerpts from newspapers and magazines relating to the case. They took positions on the case and related it to previous ones in the series.

Observing this class offered us an exceptional opportunity to see the way in which a combination of effective teaching and relevant materials can provide an optimal learning opportunity.

Inasmuch as the enthusiasm and performance of individual teachers and classes do not substitute for scientific evaluation, the Project contracted for two evaluations during the 1968-69 school year—one to determine the impact of the new materials and the other to ascertain the impact of the summer institutes on teacher performance.

Six experimental groups each of 100 randomly selected pupils who used the Trail Marks of Freedom Series in grades 5, 7, 8, 9, and 11 were matched with six control groups from neighboring schools. Achievement tests were designed to determine the amount of accurate information students had assimilated.

Based on pretest and post-test findings, five of the six experimental groups achieved test scores at a reliably higher level than the control groups. (The exception was the ninth grade in which the materials had arrived late and were sparingly used.)*

In the absence of any other explanation, the performance of the experimental group at a reliably higher level can be attributed to the experimental materials.

To evaluate attitude changes, the Chicago Opinion Panel tested student attitudes toward the law, the legal system, the police, and the legislature. Again, with the exception of the ninth grade, the positive attitude shift occurred in the experimental group. Another team evaluated the effects of the in-service institute on teacher behavior. A questionnaire designed to measure an "ideal" constellation of attitudes made it possible for them to measure teachers' feelings about the classroom before and after their training in the inquiry method. Teachers exposed to the intense program of training in the inquiry method used more student ideas than the control group and stimulated a greater level of student-teacher and student-student exchange in their classes.

The team concluded that the inquiry method used in conjunction with appropriate materials can best fulfill the emotional as well as the educational needs of inner-city youngsters. □

"What did your father say when you told him about our engagement?"

*Similar tests made between September 1969 and June 1970 showed even more positive results than the previous year for all grades.

CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers or other consultants whose training and/or experience may enable them to contribute illuminating insights. This month we also present the reactions of a high school student.*

A January graduate of a teacher education institution, I inherited a slow tenth grade class which had defeated two other new teachers, a student teacher, and a substitute. The substitute, determined to stick it out until my arrival, had simply let the class do as they pleased, hoping to avoid a confrontation.

I was determined at the start that all my students would behave correctly, but this class apparently resented all my efforts to make them study. Weeks after I had reached a satisfactory, if not amicable, relationship with my other classes, these youngsters continued to defy me, following the lead of a boy named Tom.

The class went along with whatever Tom said or did, whether through fear or admiration I could not always decide. As the weeks went by, I sensed a growing animosity in these students that, I must admit, was mutual. I did little to hide the fact that I found the group impossible. Feeling desperately insecure, I was nonetheless determined to make them do their work. Sometimes I considered talking with the principal about my difficulties, but I was ashamed to admit I couldn't handle the class.

The whole problem came to a dramatic head one morning when, fulfilling an assignment to write a description of someone he knew (the first he'd bothered to complete), Tom read his paper entitled "My Teacher." I was not mentioned by name, but his glances obviously indicated that he meant me. He read an extremely derogatory (and, I trust, inaccurate) description, including such details as stringy hair, a pimply face, and a "witchy" manner.

The class was wreathed in smiles, enjoying the joke. What could I say! After all, he hadn't mentioned me by name. I decided to ignore the implications and called on another student.

I left that school at the end of the year. Since then I've had some happy teaching experiences, but I still remember Tom and his classmates with horror and dismay.

How would an experienced teacher handle a troublesome ringleader like Tom? I feel that his bad influence on the class was really the heart of my problem rather than merely the matter of his theme.

Consultants' Comments

Even an experienced teacher would have found this class difficult. A flexible approach and an above average sense of humor are required in handling a "slow group." After unsuccessful attempts by two other teachers to control the class, obviously it was not in the best interest of the beginning teacher or the students to have a novice assigned to the group.

An experienced teacher would have found it easier to ask the assistance of supervisors, counselors, and the principal in finding a solution. The failure of the beginner to seek such help may be as much an indictment of the teacher-training institution and the school's orientation program as an indictment of false confidence on the part of the instructor.

This teacher could have tried to reach a working relationship with Tom—with the help of the school counselor and a parent-teacher conference. If this didn't work, Tom should have been sent to the principal.

Regardless of conditions, no teacher should accept acts of gross misconduct, discourtesy, or abuse without seeking help. Most principals are aware of the problems inherent with "slow groups" and are also aware that each class has its own personality—a personality that can be altered by the absence of any one of its members.

It's possible that the principal would have removed Tom from the class, leaving a group more acceptable to the teacher. We sometimes overlook the fact that a teacher is seldom liked by a class he dislikes. Without mutual respect there's little hope of achieving an effective teaching situation.

—**E. Wade Underwood,** *president, Akron (Ohio) Education Association, on leave from his position as mathematics teacher at Goodrich Junior High School in Akron.*

A beginning teacher should never be afraid to admit that his present skills may be inadequate for teaching slow learners. Understanding why a student is slow and then helping him to deal with his academic problems are the most important aspects of teaching such students.

Tom was frustrated by lack of academic success. He was looking for recognition (as all of us do) and gained it in a negative way, by striking out at the source of his frustration. But he could also have gained academic recognition—with the proper preparation.

Both the guidance counselor and reading specialist should examine and interpret the slow student's psychological and psychometric data records so that the teacher can begin to understand the young person's problems.

Reading teachers can suggest simple and interesting classroom materials; newspaper articles and cartoons often encourage reading and discussion. By asking easy questions about these materials, a teacher can help the slow learner to answer correctly, thus building a more favorable self-concept.

Once the student realizes that his teacher understands his difficulties and does not think he is "stupid," he will probably want to work. He may do so to please that teacher, but more importantly, he will work to improve his own self-image. This could be the formula to help Tom.

—**Mary E. Garber,** *teacher, advanced placement European history, Bethel Park (Pennsylvania) High School.*

The new teacher should have shown a more positive attitude, despite the previous record of this class. Instead of stressing discipline, he might have worked around it through classroom assignments designed to provide a safety valve for uncooperative behavior. A teacher should never let his students know that he considers them impossible or that he is frustrated by their actions.

In a situation like this, the teacher should talk to the ringleader personally, get to know him, have a gripe session. After winning the boy's friendship and making him aware of the teacher's willingness to help, an instructor might win the cooperation of the whole class.

—**Mark Hayes,** *senior, Warren Township High School, Gurnee, Illinois.*

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The 1971 competition doesn't have a topic. Within reason, anything goes as long as your story has a connection with schools and teaching. For example, you may choose to write about the funniest thing that ever happened in your classroom; an incident involving the most memorable student in your career; the never-to-be-forgotten first day on the job; or your most rewarding (or challenging) experience as a teacher. The story may be fact or fiction, but please specify which on your entry.

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More Silent Blocks for Arithmetic

My pupils enjoy using the counting blocks that I cut from inexpensive sponges of assorted colors. These blocks are safe, washable, and noiseless.

—Malta Stone Wurts, *first grade teacher, Poage School, Ashland, Kentucky.*

Star of the Week

One year in my class I had a group of unusually shy and inhibited children, most of whom possessed an extremely poor self-image.

In an effort to combat their low opinions of themselves, I decided to "star" each child for one week of the school year. Every week a yard-square bulletin board near the door featured a different child: This is John Doe (or Mary Smith, or whoever) Week, the caption would read.

The children drew lots to determine in what order they would be featured, so that each pupil knew the date of his week well in advance and could round up snapshots, school pictures, memos of important occasions in his life, newspaper clippings—anything he wished. He or a parent could write his life's story. (Often this proved valuable in that a too-busy parent gave some rare special attention to his child.) Children brought everything from county fair ribbons to locks of baby hair, and the class could hardly wait from one week to the next to view the collection and read the biography.

Although the project was time-consuming, it brought rewards that were indeed worthwhile. Not only did it help me know each child more intimately, it also enhanced the children's self-esteem and helped them develop a genuine appreciation of each other.

—Ruth E. West, *fourth grade teacher, Cameron Elementary School, Sulphur, Oklahoma.*

Acquaintance at an Early Age

Here's how I painlessly acquaint my pupils with the formidable *New York Times:*

Each day I look for interesting articles to clip out and attach to sheets of construction paper. I number the sheets and make an index (by number and with a description of the subject of the article). I keep the index in a looseleaf notebook available to the children. On the basis of the descriptions, the children choose articles that sound appealing and pull them from the file to read.

—Richard Siegelman, *fourth grade teacher, John F. Bermingham School, Oyster Bay, New York.*

Math Assistant

In order to individualize mathematics instruction to meet the needs of 30 or more students, a teacher can use a math assistant. Each week he can assign a student to the students who are having difficulty. Or he can let those students know that a particular student will be free to help them with their assignments—whichever seems best.

The teacher can pass the honor around to all capable students. This gives an incentive to do well and also prevents the students who are having difficulties from becoming discouraged while they wait for the teacher to come to their aid.

On a student's days as assistant, he is excused from any individual math assignment.

—Irene Leonard, *sixth grade teacher, Fitzmorris Elementary School, Arvada, Colorado.*

Cross-Grouping

Occasionally during the past three years I have used a system that I call cross-grouping, which gets good results.

First, I rank the class in a rough highest-to-lowest order on a sheet of paper. Then I select a group of interrelated topics and draw a chart on the chalkboard, like this:

Portugal	Henry the Navigator	da Gama	Tordesillas	Cape of Good Hop
Jean	Eric	Lloyd	Nancy	Judy
Maxine	Marcia	Josh	Mary	Pat
Bill	Grace	Norma	Barbara	George
Connie	Wayne	Karen	Hugh	Jeff
Frank	Mike	Jack	Frieda	Marion

The vertical groups cluster to study the assigned topics, with the ablest students tackling the most difficult ones. Then the class regroups horizontally, which means that every group is made up of members who are prepared to report on different topics. Peers pressure each other to carry their own load.

Donnie Ramer was not the only pupil who liked Ruth West's Star of the Week Program. See the story at the left.

By selecting topics that begin with different letters, I cut down on the need for more than one set of encyclopedias. With a little urging, the horizontal groups learn to "pick each other's brains" quite effectively. When class members decide they need further research, they return to the vertical groups to prepare for a second go-round in their horizontal groups. After that, they usually feel well-prepared for a culminating class discussion.

—Owen L. Wait, *sixth grade teacher, Greenville (California) Elementary School.*

Easter Parade

My elementary speech arts classes thoroughly enjoy our annual Easter bonnet parade. During Easter week, I ask the children to construct hats from lampshades, wallpaper, baskets, foil—anything they can think of—and write descriptions of them. Sometimes I ask that their hats be in keeping with a well-known storybook character.

At the end of the week, we have a style show in which the children model their hats on the speech-room stage to background music while a master of ceremonies reads the descriptions.

There are always parents who are tempted to make the hats for their children, but I urge the children to make the hats themselves. The activity calls for imagination and creativity, an attempt at writing effective descriptions, and a chance to develop poise on the stage.

—Mary Imogene Harris, *speech arts teacher, Tulsa, Oklahoma, public schools.*

"I Caught a Rat!"

In my English class, we have made a game of catching and correcting each other's grammatical errors. When one hears another speak incorrectly, he says, "I caught a rat!" You can hear this saying in other classes, in the lunchroom, and even out on the playground. The game certainly has made the children more conscious of their speech.

—Frances Barnette, *third grade teacher, Taylorsville (Georgia) School.*

Open House

Open house can be an awkward time for the primary teacher. The parents visit only one classroom and have a million questions to ask. I used to find myself hoarse and exhausted by the end of the evening from repeating the same answers to the same questions. This year I decided to show the parents our materials, curriculum, daily routine, and the children at work through the use of slides and a tape recorder.

During the early part of the school year, I took candid shots, put them together to make a program of our daily routine, and taped a description of each slide. Several times during the evening of open house, I showed the slides to the accompaniment of the tape recording. In between presentations I took time to talk personally with the parents, who expressed great enthusiasm for the presentation.

—Cheryl Massie, *primary teacher, Gateway School District, Monroeville, Pennsylvania.*

Human Relations

"Ideas for Teaching About Black Americans" in your January 1971 issue interested me very much, but I was disappointed to note that only five suggestions were for the kindergarten and first grade levels. I believe if one is to teach/learn about the humanness of all individuals, the earlier the teaching/learning, the more effective and lasting.

Following is a list of books that I have used successfully with first graders: *Two Is a Team* by Lorraine and Jerrold Beim; *A Letter to Amy, Goggles, Peter's Chair, The Snowy Day, Whistle for Willie,* and *Hi, Cat* by Ezra Jack Keats; *Stevie* by John Steptoe; and *The No-Bark Dog* by Stan Williamson.

In *The Snowy Day,* my first graders found 20 ways in which they are like Peter. In only one way were they different!

—Cleo M. Hargrave, *first grade teacher, Edgewood School, Okemos, Michigan.*

The Good, Bad, and Ugly Collection

When our reader interest lagged, I began searching for a promotion idea. All the sources I consulted suggested collections of new books, sports stories, or animal stories. Our low-budget library didn't have enough books from any of these categories to make a display. The only types of books in ample supply were old books with repaired spines or taped covers. Many of these were excellent books that had circulated often; but, because they looked unattractive, students bypassed them in favor of books in more attractive covers.

In desperation, I decided to promote these unattractive books. With the cooperation of the English teacher, we distributed a list of titles and authors to the students. One of the students made an attractive sign with mod letters and psychedelic colors to mark the location of our "Good, Bad, and Ugly Collection."

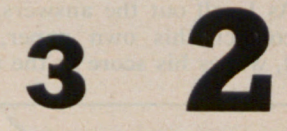
An article in the student newspaper helped publicize the collection and encouraged students to become members of the AAUBR (American Association of Ugly Book Readers). The English teacher gave a little extra credit for book reports from the Good, Bad, and Ugly Collection.

The results were rewarding. About one-third of the collection went out the first week, and students often check the special collection first when looking for a book to read. Shelved separately, the ugly books no longer have to compete with their more attractive brothers for reader attention but can stand on the merit of their literary appeal.

—Betty Campbell, *librarian, La Salle (Colorado) Middle School.*

Which Is Larger?

By cutting two numerals out of cardboard like those in the illustration, you can make a set of models for generating a stimulating debate on the question, Which numeral is *larger?*



On first encounter, the problem often provokes disorganized, random, illogical discussion, but out of such engagement can come a good experience in straight thinking. With guidance from the teacher, students can define terms (What is meant by larger?), establish a frame of reference (Is this a problem in arithmetic or geometry?), and set ground rules for a solution. The exercise should bring forth additional questions from students. For instance, would a set of sensitive scales be of any use in determining the answer?

Students should be able to discover several *possible* answers to the question.

—Ernest D. Riggsby, *professor of science education, Columbus (Georgia) College.*

Boxed In

Presenting the concept of proportion is not an easy task for the art teacher, but I have found a method that interests students—that of drawing an object which is inside a cardboard box. Ask the students to regard

the outside edge of their paper as the outside of the box. Stress that as the students draw the object in the box they touch the edge of their paper wherever the object touches the edge of the box. You and your students will be pleased with the results.

—Daniel P. Hazen, *art teacher, Wausau West High School, Wausau, Wisconsin.*

Multiplication Drill

Every morning my pupils form into groups of four, and the groups shuffle and deal out bright decks of playing cards. Each child places his pile of cards face down in front of him. Then, two at a time, as couples, the players alternate in simultaneously turning up a card apiece from their piles. The first player to multiply the two numbers correctly (aces equal one; jacks, 10; queens, 11; kings, 12) gets to give his card to his opponent, the object being to get rid of his cards and be "out." Or the winner can collect the cards, whatever the children prefer. Actually, there are countless variations to this game, and children become very good at inventing them.

After about 15 minutes of card playing, I pass out multiplication fact sheets (80 facts) and allow the children five minutes in which to finish them. As I call out the answers, each child corrects his own paper, then dates it, writes his score at the top of the page by his name, and turns the paper in to me.

The next day, after the games and fact sheets and scoring, I read off each child's name and previous day's score, and the child responds with the present day's score, which is nearly always better.

—Mary Chapman, *fifth grade teacher, Mountain Home (Idaho) AFB Intermediate School.*

Count the Calories

Children learn best when they have good reasons to learn; thus, life situations provide the best learning opportunities.

For example an overweight girl who wanted to reduce began using a little calorie counter. Every day she wrote down her menu and added up the calories. We had fun discussing food value and calories, and we talked about good-tasting foods that are low in calories and that also provide needed nourishment. Before the girl knew it, she was learning to add long columns of figures and to regroup them, as well as to grasp concepts of *more* and *less.*

We had an unexpected bonus when a very thin boy wanted to know how many calories were in his food, too. Pretty soon the whole class was weighing, counting, and adding. You can imagine how many health, science, reading, and writing activities evolved from this.

—Gloria G. Scott, *teacher of pupils with intellectual disabilities, North Shore Elementary School, Jacksonville, Florida.*

That Important First Day

I believe that teachers, regardless of grade level, should make sure the child learns something to take home on the first day of school each year. This may reinforce his idea of you as a teacher and his enthusiasm for the next day of school.

I was happy this year when the parents of my first graders told me how proud their children were that they could read on the opening day of school.

I had prepared a bulletin board ahead of time with a schoolhouse, sidewalks, a street, a school bus, and a bicycle rack. As the children came in the room the first day, I gave them a picture of a boy or a girl and instructed them to write their name under it and to color the picture. Then I placed their pictures on the bulletin board on the appropriate sidewalk with these captions: I ride the bus to school; I walk; I ride my bike to school; I ride in a car.

The children were so interested in seeing the colorful bulletin board come to life that they shed no tears when their parents left.

Just before the children went home, I had each one draw himself coming to school, and under each picture I printed, "I ride the bus to school," etc. The children read the sentences back to me easily because they knew how they got to school.

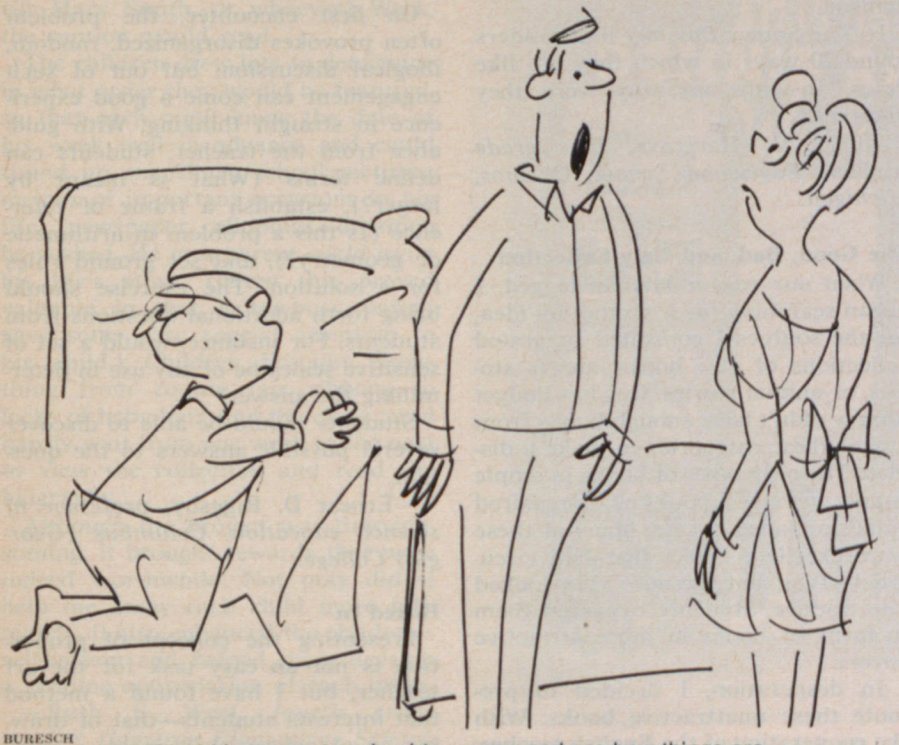
Since the sound of the letter *s* is an easy one to learn and since that letter starts the word *school* and ends the word *bus,* I also started that letter sound the first day.

The next day I had the children take turns pointing to the word *school* on the picture of the schoolhouse and finding the word in a caption. They found the word *bus* on the picture of the bus and in a caption. And so on.

Each day thereafter I taught a combination of letter sounds and sight words, and in a short time the children could build the captions with separate word cards and were on their way to reading fluently.

Making an early start on reading a sentence or putting just one word under a picture they have drawn encourages first graders to work hard at more sounds and words because they see the results of their learning.

—Nell Wilkinson, *first grade teacher, Carlyle (Illinois) Grade School.*



BURESCH

"You'd better go to school tomorrow and see how things are . . . he prayed for his teacher tonight!"

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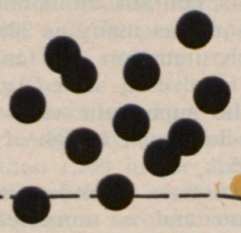

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observe?

• Supervision of the student teacher is often thoroughly inadequate, as Mr. Silberman also points out.

I would like to offer two suggestions that I believe would help alleviate some of these problems.

Mini Student-Teaching Experiences. Have the student teacher spend three weeks in four or five different classrooms at different grade levels and with different teachers. This system would give the student teacher the opportunity to observe several teachers' methods and techniques.

Also, under this plan, several classroom teachers would grade and evaluate the student teacher. (No grade at all would be the ideal situation.)

September Experience. Have students visit schools and observe classroom teachers during the opening week of school. Pennsylvania State University offers such an experience, which is an excellent way to give the prospective teacher an idea of what he will face on his first day.

—Mary Beth Mitchell, *fifth grade teacher, Cardington-Stonehurst Elementary School, Upper Darby, Pennsylvania.*

The article, like much of the Silberman book, is readable yet relatively useless as a guide to improvement of teacher education because it does not begin to illustrate clearly the complexity of the problems related to student teaching. The author's simplistic technique of stating an "Item" and following it by a brief discussion bores the informed person and misleads the lay reader.

For instance, in his discussion of the Flanders system of interaction analysis, Silberman states that the system "implies that verbal learning is the only kind that counts." Flanders and his associates have made it clear in many articles that this is not the case. Persons properly trained and experienced in the use of the system have made it clear that the system provides only a partial picture of the total interactive forces in the classroom.

Also of interest is Silberman's use of the term *fact*, such as when he states that it is a "fact" that practice teaching starts after the public school semester has started. This is simply not a fact at all. This happens in *some cases.*

—Richard D. Zahn *professor, foundations of education, Glassboro (New Jersey) State College.*

Charles Silberman says that "supervisors frequently disagree among themselves as to what constitutes good or bad teaching." As a college supervisor of student teachers, I feel he has succinctly identified one of the most clouded areas in student-teaching programs—evaluation.

The evaluation instruments (rating scales, checklists, rankings, etc.) particularly need to be re-examined, for they reflect what an educator, a department, or an institution considers important or unimportant about teachers and teaching. Because of their significance, supervisors at all levels must carefully appraise the instruments they are using to ensure meaningful evaluations of their student teachers.

At least three generalizations may be made about most of the instruments in use:

1. Nearly all the evaluative items deal in some fashion with personality, character, and performance factors.

2. The majority of evaluation instruments contain an abundance of items (some as many as 30).

3. Each item on the instrument usually involves a scale, e.g., 1-5, by which the supervisor rates the student teacher from a high of "1" to a low of "5."

The rationale behind a multi-item evaluation and a numerical rating scale seems sound. The thinking, of course, is that by being as scientific as possible in his approach to evaluation, the supervisor will be more objective in his assessment. Moreover, by breaking down the evaluation procedure into small components, the supervisor believes he can better study and analyze the student teacher and the teaching process. To this end, Silberman comments at length on interaction analysis.

While agreeing with Silberman's position that IA systems tend to become too complex, I would also question the desirability of having a multiplicity of items and a wide range of numerical rating scales. The sheer quantity of items, I submit, detracts from, and may actually hinder, the supervisory process.

When one considers the task that supervisors face in attempting to evaluate such factors as appearance, health, voice, English usage, poise, sense of humor, initiative, enthusiasm, housekeeping, teaching techniques, classroom control, and preparation, is it any wonder we disagree among ourselves?

The supervisor also faces the difficult task of making selective value judgments with each one of the evaluative factors. Given, for example, the factor of "appearance," he must decide whether the student teacher has (1) very good, (2) good, (3) average, (4) poor, or (5) very poor appearance.

To make a valid determination, the supervisor must have some sort of standard or criterion to which he can compare the student teacher. Should his standard be the appearance of other student teachers (past or present) that he has observed, the appearance of the regular classroom teacher, or his own appearance?

Furthermore, where does the supervisor draw the line between "very good" appearance and simply "good" appearance or between "poor" and "very poor" appearance? I submit there are no really identifiable characteristics of appearance that clearly differentiate on a 1-2-3-4-5 scale—at least to the extent that the differentiations have significant meaning to the supervisor and also to the student teacher.

Consider, too, that while the supervisor is involved in rating the student teacher on numerous evaluative items, it becomes increasingly difficult for him to view the teaching performance as a whole. As a result, the danger of overlooking some truly important aspects of the teaching process increases.

To help avoid such a pitfall, I would suggest that a supervisor attempt to identify, well in advance of his visitation, a *few* general aspects of the teaching process that he deems most important.

The entire classroom-observation process can be broken down into five major categories for evaluation:

1. Content. (Is the subject matter accurate, and is it appropriate to the age, grade, and maturity levels of the students?)

2. Method. (Are the teaching techniques appropriate to the content?)

3. Rapport. (Does the student teacher relate well to his students?)

4. Management. (Does the teaching routine produce a classroom situation conducive to learning?)

5. Environment. (Do the physical and social aspects of the classroom promote the teaching-learning process?)

In spite of the possibility that Silberman would label the instrument as "too simplistic," it seems to me that these five factors reflect the *significant* areas of teaching.

—Thomas P. Detwiler, *professor of education, Chadron (Nebraska) State College.*

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on reports from Education U.S.A., *the National Institute of Mental Health, and the Magazine Publishers Association.*

How do high school students react to pass-fail courses?

An extensive experiment in pass-fail grading at the Niles Township Community High Schools, Skokie, Illinois, indicates that the majority of students who take a pass-fail course do not quit studying.

Although students in the experiment received no letter grades at the end of the course, teachers did keep track of their progress in letter grades to let the students know how they were doing. Using this information, Assistant Superintendent John Bristol found that a higher percentage of C and D grades were "given" than usual. He noted, however, that this did not necessarily mean that the students showed less motivation, but that they did, in fact, take difficult courses like chemistry and advanced algebra that they might otherwise have avoided.

Grouping the students according to their grade-point average, he discovered that the A and B students did as well or almost as well as usual while the C and D students did better than usual. "Contrary to popular opinion, this showed that poor students are going to be motivated more if the threat of a grade is removed," Mr. Bristol said.

A less extensive pass-fail experiment with 114 students at Longmeadow (Massachusetts) High School was also termed a success. James Climo, the school's guidance coordinator, said he highly recommends pass-fail to other schools.

He noted that reducing the pressure of grades encouraged students to "be more experimental in their approach to subject matter and more adventurous" in selecting courses.

Are magazines widely used as supplementary instructional aids in high school classrooms?

Seventy percent of all high school teachers frequently use magazines for this purpose, according to a survey made by Scholastic Research Center of New York for the Magazine Publishers Association. The study found that magazines lead all other media—including supplementary books (66 percent), newspapers (56 percent), filmstrips and slides (35 percent), professional graphics and visuals (31 percent), movies (31 percent), television (11 percent), and radio (5 percent).

Of the teachers frequently using magazines as a supplementary aid, 85 percent said they used them for class discussions, and 76 percent, for encouragement of student reading in class and at home.

The study was based on interviews with a scientifically designed sample of more than 1,200 junior and senior high school teachers in metropolitan areas of 18 states across the country.

Does any recent research identify the qualities of an understanding adult?

A recent study by Lavada Baggett of Santa Fe Junior College, Gainesville, Florida, revealed that whether teenagers go to school in the suburbs, in rural areas, or in jail, they agree on what they think makes an understanding adult.

When youngsters from these varied backgrounds were asked to rate 60 qualities from most to least understanding, all three groups rated these items highest: suggests ways I might solve my problem, takes time to sit down with me, spends time with me discussing my problem, listens to what I have to say, asks me questions about my problem, sticks to problems I want to talk about.

They indicated the following as qualities of the least understanding adult: jumps to conclusions before I finish giving the facts, changes subject immediately when I introduce my concern, turns from me to someone else and starts talking, hurries me through the telling of my experience, avoids talking to me about my problem, just sits like a bump on a log.

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FOR YOUR INFORMATION

HELEN BAIN, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of TODAY'S EDUCATION (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000.

1971 Convention: June 26-July 2, Detroit.

American Education Week—October 24-30, 1971. Theme: Help Schools Bridge the Gap.

NEA membership, May 31, 1970: 1,100,155.

NEA officers and headquarters staff: See NEA HANDBOOK pages 10-15, 374-376. NEA resolutions: HANDBOOK, pages 66-88.

NEA units: HANDBOOK, pages 97-142.

NEA departments, national affiliates, and associated organizations: HANDBOOK, pages 143-168.

NEA dues: Active Membership $25 a year. Associate Membership $25. Life or Associate Life Membership $500 each or $55 a year for 10 consecutive years. Retired Membership $2 a year. Educational Secretary Membership $10 a year. Student NEA Membership $2 a year through Student NEA Chapters only. Reserve Membership $12.50 a year.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, DC 20005; see HANDBOOK, page 324.

NEA SPECIAL SERVICES

Life Insurance

□ The Special Services Division receives so many requests for information about the NEA Life Insurance Program that members must be well aware of the need for this kind of protection. In light of this, the Division has prepared a series of questions and answers about the Program—its features and advantages.

Why is NEA's Program considered a leader in the insurance field?

The cost in relation to the benefits received per premium dollar is among the lowest for lifetime, all family protection.

How can it operate on such a low-cost basis?

The Program is sold and serviced solely by mail, eliminating commissions, and operates virtually at net cost because of the way it is set up and administered.

Through the careful management and continuous supervision of the Special Services Division and Committee, the Program has accumulated reserves to stabilize costs and guarantee benefits. These reserves have made possible improving benefits on 10 separate occasions since its inception in 1961. In addition, the Program is reviewed annually with the help of an independent actuary so that further improvements are always being considered.

Also, those insured under the Program (teachers) constitute a preferred life insurance risk group, giving them an advantage on rates over nonteacher groups.

What basic types of coverage are available, and how much do they cost?

Four Plans are available:

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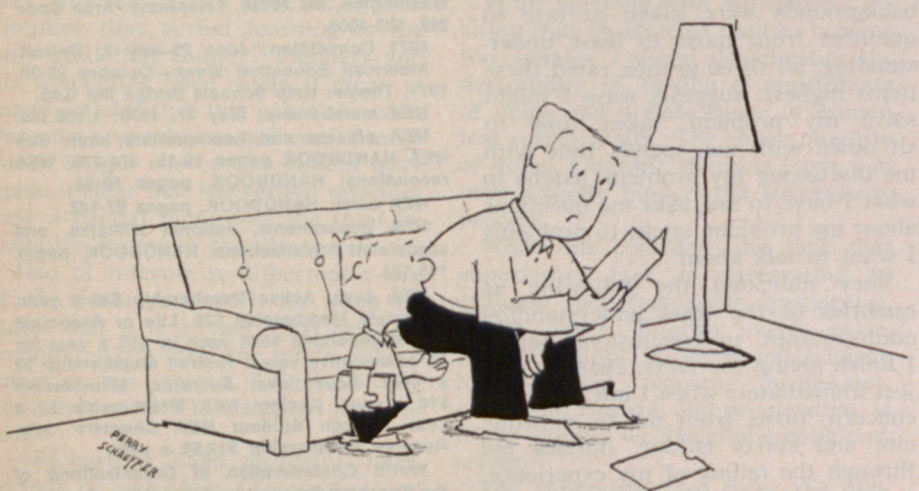
- *Plan C.* The complete plan offering full family protection, with benefits of up to $21,500 for $40 semiannually ($65 for those over age 50).
- *Plan C+.* The complete Plan C *plus* a monthly income for qualified beneficiaries, with benefits of up to $33,500. (Semiannual contributions range from $60 to $80 to age 49; $109 to $170 from ages 50 to 69. Contributions are reduced after 21 years of participation.)

What are some of the features and advantages of these Plans?

1. Eligible dependents may be insured.
2. If you leave the field of education, you may continue your insurance as long as you maintain necessary membership requirements.
3. Plans B, C, and C+ provide additional benefits in the event of accidental death.
4. All Plans have supplemental disability income benefits.
5. Plans C and C+ include paid-up insurance and cash values.
6. The Prudential Insurance Company of America, the largest insurance company in the country, underwrites NEA's Program.
7. The NEA Life Insurance Program is the largest association insurance program in the country.
8. More than 240,000 members and dependents are enrolled and over $1.4 billion of life insurance is in force.

How can you enroll?

Write to the NEA Special Services Division, 1156 15th Street, N.W., Washington, DC 20005 for further information. □



"Look at it this way, Dad. At this rate you'll have extra time to save up for my college."

STUDENT SUICIDE

(*Continued from page* 32)

teacher should be aware of this in dealing with siblings who may be in school and in any further dealings which he might have with the deceased child's parents. A notation about any suicidal event within a child's family might become part of that child's cumulative record. Of course, the issue of invasion of privacy would also have to be considered.

Teachers continuously hear the comment, "The whole child goes to school." We will not belabor the point here. However, the reader is reminded that it is the child with whom educators are to be concerned—the typical child and the atypical child, either or both of whom may be suicidal.

Suicide is not responsible for most adolescent deaths now, but the number of suicides is increasing among young people. A youngster in your own town, your own school, perhaps even in your own classroom, may be considering suicide at this very moment. The teacher who is alert to suggestions in this article and who acts accordingly may help prevent an unnecessary death. □

REFERENCES

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3. Reese, F. D. "School-Age Suicide: The Educational Parameters." *Dissertation Abstracts,* 27(9-A):2895-2896, 1967.
4. Toolan, J. "Suicide in Childhood and Adolescence." In Resnik, H. (Ed.) *Suicidal Behaviors: Diagnosis and Management.* Boston: Little, Brown and Co., 1968.
5. Teicher, J. "Why Adolescents Kill Themselves." *Mental Health Program Reports—4.* U. S. Department of Health, Education, and Welfare, 1970.

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a publication entitled "Unfinished Stories for Use in the Classroom," available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036.

What Should Marcie Do?

□ By two o'clock every afternoon, Marcie was so hungry that all she could think of was the lunch she would have had if she had eaten in the school cafeteria—a hamburger or spaghetti with meatballs or even fried chicken, and dessert and milk, too. The trouble was that Marcie had free lunch tickets this year and she hated to go to the cafeteria and hand the cashier a ticket instead of paying for her lunch with money the way she had done until a few weeks ago.

Marcie had asked her mother to let her carry lunch to school. "I could fix it myself, Mother—a hard-boiled egg and a sandwich."

"I don't have a penny to spare these days," her mother replied. "Those lunch tickets are meant for people like us who are having a tough time. It would be like throwing money away not to use them." Marcie didn't admit that the free tickets embarrassed her. She knew that her mother would say, "Who's going to know or care about something like that!"

Marcie realized that she couldn't keep on as she was. She was so hungry in the afternoon that she couldn't concentrate on geography and arithmetic. Twice, the teacher had asked her if she felt sick. She had answered no. What really makes me feel sick, she thought, is the idea of having the other girls see me using the free tickets. Marcie had never actually heard anybody say anything about the children who received free lunches, but she imagined that the other girls looked at them rather pityingly.

Marcie hated being hungry, but she couldn't bear the thought of being pitied. What should Marcie do?

Thoughts To Think Aloud:

1. Before Marcie had the tickets, do you suppose she thought people looked pityingly at children who did?
2. Is it possible that, although money is a problem in Marcie's family, other families have worse problems?
3. Can you think of some lasting problems that might arise if Marcie continues to refuse to eat a nourishing lunch? □

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Proposed Amendments to the NEA Bylaws

The following amendments to the NEA Bylaws will appear on the ballot on July 2, 1971, the last day of the 1971 Representative Assembly.

Additions are in boldface; deletions are enclosed by brackets.

AMENDMENT NUMBER 1

TITLE: TO SET ASIDE PRESENT AMENDING PROCEDURES: TO PERMIT SUBSTITUTION OF A SPECIAL PROCEDURE FOR ADOPTION OF NEW OR SUBSTITUTE BYLAWS RECOMMENDED BY CON CON.

Article XIV—Amendments

Amendments to the Bylaws

Section 1. These Bylaws may be amended at a meeting of the Representative Assembly by a two-thirds vote if the proposed change shall have been presented in writing to the Committee on Bylaws and Rules and read by title at the preceding annual session and the text of the proposed change shall have been printed in the convention Proceedings and in the journal of the Association at least 60 days in advance of such session, or if unanimous consent is given for taking a vote without such advance notice. Amendments to the Bylaws may be so presented only (a) by the Bylaws and Rules Committee, or (b) with the concurrence of at least two state or other authorized delegations in the Representative Assembly evidenced in each case either by a majority vote of the delegation at a regularly called meeting of the delegation held in connection with the annual meeting or by a petition signed by a majority of the members of the delegation, or (c) by petition of any 50 accredited delegates.

This Section 1 of Article XIV shall not apply with respect to any new or substitute bylaws (which may include portions of existing bylaws) developed as a result of processes or enabling documents approved by the Representative Assembly pursuant to the report of the committee provided for in New Business Item No. 6 of the 1969 Representative Assembly or any alternate or amended report or plan or document approved by the Representative Assembly, and any such new or substitute bylaws shall be ratified and become fully effective, as substitute bylaws, by processes set forth and described in any such report or plan or document so approved by the Representative Assembly or amended by a subsequent Representative Assembly. This sentence, and the immediately preceding sentence, shall be automatically expunged from these bylaws if the process for ratification of such new or substitute bylaws should result in the rejection thereof.

—Submitted by the New York and Washington delegations.

AMENDMENT NUMBER 2

TITLE: TO CREATE A NEW MEMBERSHIP CATEGORY FOR AUXILIARY PERSONNEL AND TO SET THEIR RIGHTS, PRIVILEGES, AND DUES.

Article I—Membership

Auxiliary Personnel (Section 8—Renumber subsequent sections)

Section 8. **Persons not otherwise identified in these bylaws who are employed in school systems and who directly or indirectly assist the professional personnel to provide improved educational opportunities may become members. Unified membership shall be required where NEA affiliate organizations of auxiliary personnel have been established on local and state levels.**

Such members shall receive all rights and privileges of the Association, except those of holding office in the Association and representation in the Representative Assembly. They may hold meetings of their own group in conjunction with the Representative Assembly or at a time of their choice.

Annual dues shall be $10.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 3

TITLE: TO PROVIDE THAT A CLASSROOM TEACHER APPOINTED TO A STANDING COMMITTEE, JOINT COMMITTEE, COMMISSION, OR COUNCIL MUST REMAIN A CLASSROOM TEACHER OR RESIGN FROM THAT APPOINTMENT AND BE REPLACED BY A CLASSROOM TEACHER.

Article VIII—Standing Committees, Joint Committees, Commissions, and Council

Selection of Members

Section 3. The President of the Association shall appoint the members of the standing committees, including the chairmen except that appointments to the Committee on Professional Ethics shall be approved by the NEA Executive Committee. Unless otherwise provided by the Representative Assembly, members of commissions and council shall be selected by the Executive Committee. **The number of classroom teacher members shall be in compliance with the ratio called for by the Representative Assembly. In the event a classroom teacher is appointed to a position and ceases to be a classroom teacher prior to the expiration of his term he shall resign and be replaced by a classroom teacher.** Each commission and council shall select its own chairman. Except as otherwise provided by the Executive Committee, the terms of members of committees, commisions, and council shall begin at the close of the annual session of the Representative Assembly.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 4

TITLE: TO PROVIDE FOR THE WAIVER OF STATE AFFILIATION DUES IN UNIFIED STATES.

Article IX—Affiliated Associations

State Affiliates

Section 3. The state education association or associations in any state, commonwealth, the Overseas Education Association, and the District of Columbia shall be eligible for affiliation with the Association and shall be designated as state affiliates. Such affiliates shall be entitled to representation at meetings of the Representative Assembly as provided in Article VII, Section 4. The annual dues of a state affiliate shall be $25., **except that the dues shall be waived in unified dues states.** State affiliates shall receive such publications of the Association and such services as may be approved by the Board of Directors.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 5

TITLE: TO PROVIDE FOR THE WAIVER OF LOCAL AFFILIATION FEES OF ALL UNIFIED LOCAL ASSOCIATIONS, RATHER THAN OF ALL LOCAL ASSOCIATIONS IN UNIFIED STATES.

Article IX—Affiliated Associations

Local Affiliates

Section 4. Any local professional education association located within a city, county, or other local school administrative unit of any state, commonwealth, the Overseas Education Association, or the District of Columbia shall be eligible for affiliation with the Association and shall be desig-

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nated as a local affiliate. In addition any association recognized as a local unit by a state affiliate shall be eligible for affiliation. A local professional education association shall be interpreted to mean any local organization of educators whether its membership is open to all professional educators, or all classroom teachers, or all administrators within the jurisdictional boundaries of the organization, or to all members of a university or college staff. Such affiliates shall be entitled to representation at meetings of the Representative Assembly as provided in Article VII, Section 5. The annual dues of a local affiliate shall be $5 provided, however, that [in unified dues states] the affiliation fee shall be waived for **unified** local associations. Local affiliates shall receive such publications of the Association and such services as may be approved by the Board of Directors.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 6

TITLE: TO DELETE THE OBSOLETE POSITION OF LIFE DIRECTOR (All eligible persons are deceased.)

Article I—Membership

[Life Directors

Section 10. All Life Directors shall have all the rights and privileges of active members without the payment of annual dues and shall receive free without application or condition the publications of the Association.]

(Renumber all subsequent sections)

Article IV—Board of Directors

Composition

Section 1. The Board of Directors shall consist of one member from each state, commonwealth, the Overseas Education Association and the District of Columbia; and each such unit shall be entitled to an additional director for each 20,000 or more active and life members of the Association. If such a unit has an additional director or directors, and if on May 31 of each of two consecutive years the Association membership within the unit is less than that required to establish and maintain all of the positions of its state directors, the number of its additional directors shall be reduced according to the membership on the second of such two consecutive years involved, and the terms of office of the excess additional director or directors shall terminate and expire as of the end of the next annual meeting, with the state, commonwealth, the Overseas Education Association, or the District of Columbia, as the case may be, to determine which particular director or directors will be affected by the termination of his or their positions. Directors selected from the states, commonwealths, the Overseas Education Association, and the District of Columbia shall be known as state directors. The president, vice-president, immediate past president, treasurer, **and** other members of the Executive Committee [, and former presidents of the Association elected prior to July 1, 1937,] shall be members of the Board of Directors ex officio.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 7

TITLE: TO BASE THE DUES OF ACTIVE NEA MEMBERS ON A PERCENTAGE COMPUTED BY MULTIPLYING 0.0028 TIMES THE NATIONAL AVERAGE ANNUAL SALARY OF INSTRUCTIONAL STAFF, RATHER THAN A FLAT RATE OF $25.

Article I—Membership

Active Members

Section 3. (c) Rights and Dues. An active member shall be entitled to receive the journal of the Association, to vote for delegates to the Representative Assembly, to serve as a delegate to the Representative Assembly, and to hold elective or appointive office. Annual dues of active members shall be [$25.] **an amount computed by multiplying 0.0028 times the national average annual salary of instructional staff in public elementary and secondary schools which amount shall be rounded to the nearest half dollar. The computation shall be based on salary data for the most recent year determined by the NEA Research Division.**

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 8

TITLE: TO PROVIDE FOR STUDENT VOTING DELEGATES TO THE NEA REPRESENTATIVE ASSEMBLY ACCORDING TO A RATIO OF THE STUDENT NEA MEMBERSIP IN EACH STATE.

Article VII—Representative Assembly

Add a new Section 6 and renumber subsequent sections

Student NEA Delegates

Section 6. **Each student NEA affiliated state student education association shall be entitled to one state delegate and one alternate; and each association shall be entitled to an additional delegate and alternate for each 1,000 student NEA members or major fraction thereof. Both delegates and alternates shall be members of the student NEA and their respective state and local student education associations.**

The procedure for selection of state student delegates shall be determined by the respective state student delegate assembly.

Apportionment of student delegates to the Representative Assembly shall be based on the number of student NEA members in the respective state student education association as of May 31 of the current year. The director of Student NEA shall notify all state affiliates as to the number of delegates to which they are entitled. Upon certification, student delegates shall have equal rights with all other delegates and each student delegate shall have one vote.

Student delegates shall be entitled to be seated with their respective state delegation.

—Submitted by fifty delegates.

AMENDMENT NUMBER 9

TITLE: TO REQUIRE ALL, NOT JUST NEW, NEA ACTIVE MEMBERS TO BE MEMBERS OF LOCAL AND STATE AFFILIATED ASSOCIATIONS, WHERE AVAILABLE.

Article I—Membership

Active Members

Section 3. (a) Requirements. Any person who is actively engaged in educational work of a professional nature shall be eligible to become an active member of the Association if he (1) has an earned bachelor's or higher degree or holds a regular vocational or technical certificate and (2) where required, holds or is eligible to hold a regular legal certificate of any kind except an emergency substandard certificate or permit. Beginning with the membership year [1968-69] **1972-73** any [new] active member must also be, and remain, a member of local and state affiliated associations, where available.

—Submitted by fifty Michigan Delegates.

AMENDMENT NUMBER 10

TITLE: TO CONVERT INDIVIDUAL MEMBERSHIP DUES TO A PER CAPITA ASSESSMENT ON THE STATE AFFILIATE TO EXPEDITE THE HANDLING OF MEMBERSHIP, AND TO INCREASE THE STATE AFFILIATION FEE TO $25 PER MEMBER.

Article I—Membership

Active Members

Section 3. (c) Rights and Dues. An active member shall be entitled to receive the journal of the Association, to vote for delegates to the Representative Assembly, to serve as a delegate to the Representative Assembly, and to hold elective or appointive office. Annual dues of active members shall be $25. **Beginning with the 1973-74 membership year, the annual dues of active members shall be collected as a per capita assessment on the active membership of the respective state affiliates.**

Article IX—Affiliated Associations

State Affiliates

Section 3. The state education association or associations in any state, commonwealth, the Overseas Education Association, and the District of Columbia shall be eligible for affiliation with the Association and shall be designated as state affiliates. Such affiliates shall be entitled to representation at meetings of the Representative Assembly as provided in Article VII, Section 4. The annual dues of a state affiliate shall be $25.00 **per active member of that affiliate.** State affiliates shall receive such publications of the Association and such services as may be approved by the Board of Directors.

—Submitted by fifty Michigan Delegates.

AMENDMENT NUMBER 11

TITLE: TO TRANSFER FROM THE REPRESENTATIVE ASSEMBLY TO THE BOARD OF DIRECTORS THE AUTHORITY TO GRANT FINAL APPROVAL OF THE BUDGET.

Article V—Executive Committee

Powers and Duties

Section 3. (e) Fiscal Powers. Pursuant to policies adopted by the Board of Directors, the Executive Committee shall be responsible for the distribution

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of unallocated items authorized in the annual budget [adopted by the Representative Assembly]. It shall require adequate bonds of the executive secretary, treasurer, and such other fiscal officers as it shall determine. The Executive Committee shall administer such fiscal functions as may be approved by the Board of Directors and shall be authorized to make specific provision from NEA funds to safeguard the state program in any jurisdiction having unified dues where an increase in dues would work unusual hardship.

Article VII—Representative Assembly Powers and Duties

Section 3. The Representative Assembly shall be the legislative and policy-forming body of the Association. It shall have power to elect the officers of the Association, [adopt the annual budget,] act on the annual reports, approve resolutions and platforms, and following consideration of the advice and recommendation of the Board of Directors may create and discontinue committees, commissions, council, departments, national affiliates, and associated organizations and shall adopt procedure to be followed in disqualifying, censuring, or reinstating an affiliate. The Representative Assembly shall be the final judge of the qualifications of delegates, and of the requirements determining the eligibility for affiliation with the Association. It shall have the power to approve amendments to or revisions of the Bylaws as provided in Article XIV of these Bylaws, and shall adopt Rules Governing the Annual Meeting. It may conduct any other business of the Association and shall be the final authority in all matters not otherwise specified in these Bylaws.

Article XI—Finance

Section 6. The annual budget of the Association shall be prepared under the direction of the Budget Committee for presentation to the Board of Directors. The Board of Directors, after review and approval thereof, shall direct the printing of the proposed budget for presentation to the Representative Assembly. At the annual meeting, prior to the first meeting of the Assembly, the Budget Committee shall hold one or more open hearings on the proposed budget. The adoption of the budget, including any amendments thereto, shall be by vote of the **Board of Directors at its meeting following the close of the** Representative Assembly.

—Submitted by fifty delegates.

AMENDMENT NUMBER 12

TITLE: TO REQUIRE EACH UNIT ENTITLED TO TWO OR MORE DIRECTORS TO ELECT AT LEAST ONE DIRECTOR FROM THE LARGEST MINORITY GROUP IN ITS MEMBERSHIP.

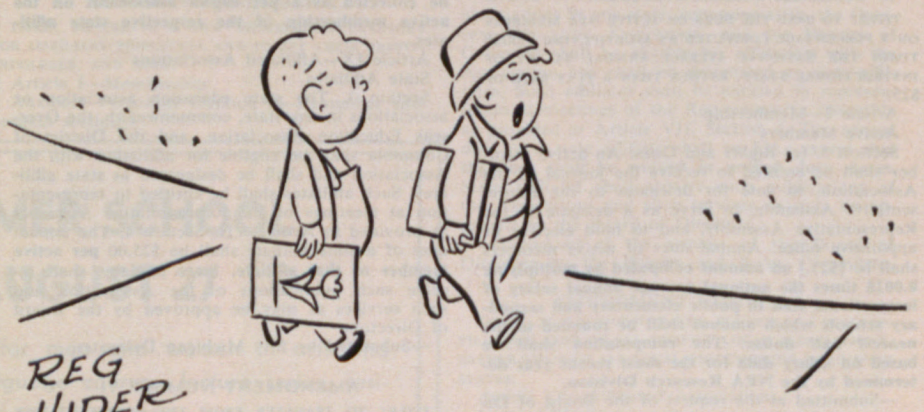
Article IV—Board of Directors

Composition

Section 1. The Board of Directors shall consist of one member from each state, commonwealth, the Overseas Education Association, and the District of Columbia; and each such unit shall be entitled to an additional director for each 20,000 or more active and life members of the Association **provided that any such unit entitled to two or more directors shall elect at least one director representative of the largest minority group in its membership; said requirement to become effective with the first appointment of a director during the NEA fiscal year 1971-72 or with the first election of a director following NEA fiscal year 1970-71.** If such a unit has an additional director or directors, and if on May 31 of each of two consecutive years the Association membership within the unit is less than that required to establish and maintain all of the positions of its state directors, the number of its additional directors shall be reduced according to the membership on the second of such two consecutive years involved, and the terms of office of the excess additional director or directors shall terminate and expire as of the end of the next annual meeting, with the state, commonwealth, the Overseas Education Association, or the District of Columbia, as the case may be, to determine which particular director or directors will be affected by the termination of his or their positions. Directors selected from the states, commonwealths, the Overseas Education Association, and the District of Columbia shall be known as state directors. The president, vice-president, immediate past president, treasurer, other members of the Executive Committee, and former presidents of the Association elected prior to July 1, 1937, shall be members of the Board of Directors ex officio.

Election and Term of State Directors

Section 2. Each state, commonwealth, the Overseas Education Association, and the District of Columbia shall elect its own director or directors in accordance with **the conditions specified in Section 1 above and** procedures and safeguards provided in the Standing Rules. The term of state directors shall be for three years except that when a state, commonwealth, the Overseas Education Association, or the District of Columbia qualifies for more than one state director, the state delegation may establish a first term of less than three years to prevent simultaneous terms. Members of the Board of Directors may not serve more than three (3) consecutive elected terms. If the position of an additional director is initially filled for a term of less than three years, the state, commonwealth, the Overseas Education Association, or the District of Columbia shall be entitled to elect the same or another person for the unused portion of the three-year position. All terms shall begin as of midnight on the day of adjournment of the Representative Assembly. The nominees shall be specifically designated according to position and term of office at the time of their nomination. Va-



"I would have thrown a tantrum but I'm trying to grow old gracefully."

cancies arising in the office of state director shall be filled upon recommendation of the state association by the Board of Directors when in session, or when not in session, by the Executive Committee. Terms of persons filling vacancies shall extend to the next annual session of the Representative Assembly at which time a director shall be elected for the remainder of the unexpired term.

—Submitted by fifty delegates.

AMENDMENT NUMBER 13

TITLE: TO PROVIDE FOR RECALL OF EXECUTIVE OFFICERS, WITH DUE PROCESS.

Article III—Executive Officers of the Association

Add a new section

Recall

Section 9. Any executive officer may be recalled according to the following procedure which shall insure the individual's right to due process.

Recall shall be commenced by petition or petitions signed by no less than fifteen percent of the current accredited delegates, which petition or petitions shall be tendered to the Professional Rights and Responsibilities Commission of the NEA.

Within five (5) days of such tender, the Professional Rights and Responsibilities Commission shall appoint a panel of three (3) special investigators. This investigative panel shall be charged with gathering the necessary evidence, evaluating the evidence, and recommending further appropriate action to the Professional Rights and Responsibilities Commission within thirty (30) days of the investigative panel appointment.

Upon presentation of the investigative panel's report and recommendation, the Professional Rights and Responsibilities Commission shall submit one of the following three (3) courses of action to the Executive Committee of the NEA. The NEA Executive Committee will then initiate the action.

(a) call for additional investigation
(b) initiate the recall procedure within the guidelines for due process
(c) dismiss the charges on the basis of unsubstantial evidence to sustain the charges

If the recall procedure is initiated, the Executive Committee will assure that this officer will be granted all elements of due process. The accused officer shall have recourse to fair and equitable procedures, to seek redress for adverse treatment, including the right to the following elements of due process:

(a) Be immediately apprised of any of his conduct which has been determined to be deficient, and to be given an opportunity to correct any such deficiencies before the charges are made.

(b) Be informed in writing of any charges against him and the grounds and evidence in support thereof when any adverse action is contemplated.

(c) Be afforded an open hearing, or at the request of the charged party a closed hearing, before an impartial tribunal within a reasonable time, allowing sufficient time to prepare a defense, when charges are placed against him. The impartial tribunal will consist of three (3) members, all of which must be NEA members. One member is to be selected by the accused officer, one member by the Executive Committee of the NEA, the third member will be chosen by the first two members of the panel.

(d) Be provided full access to all evidence in his case.

(e) Require all testimony of witnesses by oath or affirmation.

(f) Cross-examine all witnesses against him and to present witnesses and other evidence on his own behalf.

(g) Retain counsel of his own choosing or to defend himself.

(h) Be afforded compulsory process for obtaining witnesses and other evidence.

(i) Have evidence restricted to the charges.

(j) Be provided findings of fact and law by the hearing tribunal.

(k) Have a stenographic record of the hearing, findings, and decision.

(l) Appeal to a clearly designated impartial authority or body.

(m) Be free from coercion or intimidation when he seeks redress or when he testifies or in any way participates in any proceedings, investigation, or hearing on his own behalf or on behalf of others.

—Submitted by the Wisconsin and Delaware Delegations.

AMENDMENT NUMBER 14

TITLE: TO INCREASE THE MEMBERSHIP ON THE LEGISLATIVE COMMISSION TO AT LEAST ONE MEMBER FROM EACH STATE AND TO PROVIDE FOR THREE-YEAR OVERLAPPING TERMS.

Article VIII—Standing Committees, Joint Committees, Commissions, and Council

Commissions and Councils

Section 6. Unless otherwise provided by the Representative Assembly the number, method of selection, and tenure of members of commissions and council shall be determined by the Executive Committee.

The Legislative Commission shall have at least one representative from each state. The term of office of each member shall be for three years with provision for overlapping membership.

—Submitted by fifty Connecticut delegates.

AMENDMENT NUMBER 15

TITLE: TO REQUIRE ALL STATE AFFILIATES TO BE COMMITTED TO A PLAN OF UNIFICATION NO LATER THAN SEPTEMBER 1, 1972. THE UNIFIED LOCALS AND INDIVIDUAL MEMBERS WOULD NOT BE DEPRIVED OF NEA MEMBERSHIP SERVICES IF THE STATE AFFILIATE IS EXPELLED.

Article IX—Affiliated Associations

State Affiliates

Section 3. The state education association or associations in any state, commonwealth, the Overseas Education Association, and the District of Columbia shall be eligible for affiliation with the Association and shall be designated as state affiliates. Such affiliates shall be entitled to representation at meetings of the Representative Assembly as provided in Article VII, Section 4. The annual dues of a state affiliate shall be $25. State affiliates shall receive such publications of the Association and such services as may be approved by the Board of Directors. **Beginning with the 1972-73 membership year all state affiliates shall have adopted (a) the policy of unified professional membership, or (b) a plan for the implementation of such a policy. Any state affiliate which has not met one of the above conditions relative to unification by September 1, 1972, shall be expelled as provided in Article V, Section 3(c). Unified local affiliates and individual NEA members in a state wherein the state affiliate has been expelled, shall be entitled, where qualified, to the membership services of the National Education Association.**

—Submitted by fifty delegates.

AMENDMENT NUMBER 16

TITLE: TO DENY NEA MEMBERSHIP ON THE BASIS OF ATTEMPTS TO CHANGE THE FORM OF GOVERNMENT OF THE UNITED STATES IN A MANNER INCONSISTENT WITH THE UNITED STATES CONSTITUTION RATHER THAN ON MERE ADVOCACY OR MEMBERSHIP IN A PARTY OR ORGANIZATION.

Article I—Membership

Qualifications

Section 1. Any person who is actively engaged in the profession of teaching or other educational work, or any other person interested in advancing the cause of education, shall be eligible for membership in the National Education Association of the United States, hereinafter referred to as the Association. No person, however, shall be admitted to or continued in membership in the Association who [is a member of the Communist party, or who advocates, or who is a member of any organization which advocates, changing the form of government of the United States by any means not provided for in the Constitution of the United States] **attempts to change the form of government of the United States by any means inconsistent with the Constitution of the United States.** Any person joining the Association shall agree to subscribe to its purposes and objectives and to abide by the provisions of these Bylaws. An application for membership shall be subject to review, and may be rejected, by the Executive Committee.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 17

TITLE: TO TRANSFER THE AUTHORITY TO DISCONTINUE STANDING COMMITTEES AND JOINT COMMITTEES FROM THE REPRESENTATIVE ASSEMBLY TO THE BOARD OF DIRECTORS, SUBJECT TO REVIEW BY THE REPRESENTATIVE ASSEMBLY.

Article VIII—Standing Committees, Joint Committees, Commissions, and Council

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Establishment **and Discontinuance**

Section 1. **(a) Establishment.** Following consideration of the advice and recommendation of the Board of Directors, standing committees, joint committees, commissions, and council may be established [and discontinued] by the Representative Assembly.

(b) Discontinuance. Following consideration of the advice and recommendation of the Board of Directors, commissions and council may be discontinued by the Representative Assembly; standing committees and joint committees may be discontinued by a two-thirds vote of the Board of Directors, subject to review at the next annual meeting of the Representative Assembly.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 18

TITLE: TO DENY NEA MEMBERS WHO CEASE TO BE NEA MEMBERS THE BENEFITS OF ASSOCIATION-SPONSORED SPECIAL SERVICES PROGRAMS.

Article I—Membership

Cessation of Property Interest

Section 15. All right, title, and interest, both legal and equitable, of a member in and to the property of the Association **and to the benefits of association-sponsored special services programs** shall cease and desist in the event of any of the following: (a) suspension, expulsion, or dropping from membership; (b) death or resignation.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 19

TITLE: TO PROVIDE THAT THE EXECUTIVE COMMITTEE SHALL HAVE THE POWER TO CENSURE, SUSPEND, OR EXPEL THE MEMBERS OF AN EXPELLED STATE OR LOCAL ASSOCIATION.

Article I—Membership

Expulsion and Reinstatement of Members

Section 14. The Executive Committee shall have power in cases other than ethics to censure, suspend, or expel any member for cause, after due notice and hearing. **When a state or local association is expelled, the Executive Committee shall have the power to censure, suspend, or expel the members of such association.** The Executive Committee shall have the power to review a hearing conducted by the Committee on Professional Ethics and to affirm, reject or modify the decision rendered therein. However, any member who stands convicted by a court learned in the law of a crime involving moral turpitude shall be automatically suspended from membership in the Association. The Executive Committee shall have the Power to reinstate any suspended or expelled member.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 20

TITLE: TO PLACE WITH THE REPRESENTATIVE ASSEMBLY THE RESPONSIBILITY OF ADOPTING ASSOCIATION GOALS.

Article VII—Representative Assembly Powers and Duties

Section 3. The Representative Assembly shall be the legislative and policy-forming body of the Association. It shall have power to elect the officers of the Association, adopt the annual budget, act on the annual report, approve resolutions and platforms, and following consideration of the advice and recommendation of the Board of Directors may create and discontinue committees, commissions, council, departments, national affiliates, and associated organizations and shall adopt procedure to be followed in disqualifying, censuring, or reinstating an affiliate. The Representative Assembly shall be the final judge of the qualifications of delegates, and of the requirements determining the eligibility for affiliation with the Association. **The Representative Assembly shall have the responsibility of adopting the Association goals.** It shall have the power to approve amendments to or revisions of the Bylaws as provided in Article XIV of these Bylaws, and shall adopt Rules Governing the Annual Meeting. It may conduct any other business of the Association and shall be the final authority in all matters not otherwise specified in these Bylaws.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 21

TITLE: TO REQUIRE THE EXECUTIVE COMMITTEE TO DEVELOP PROPOSED ASSOCIATION OBJECTIVES BASED ON GOALS ADOPTED BY THE REPRESENTATIVE ASSEMBLY, FOR PRESENTATION TO THE BOARD OF DIRECTORS.

Article V—Executive Committee

Powers and Duties

Section 3. (a) General. The Executive Committee shall represent and act for and on behalf of the Board of Directors on all matters affecting the general policies and professional interests of the Association between meetings of the Board of Directors. **Based upon Association goals adopted by the Representative Assembly, the Executive Committee shall have the annual responsibility of developing proposed Association objectives for presentation to the Board of Directors.**

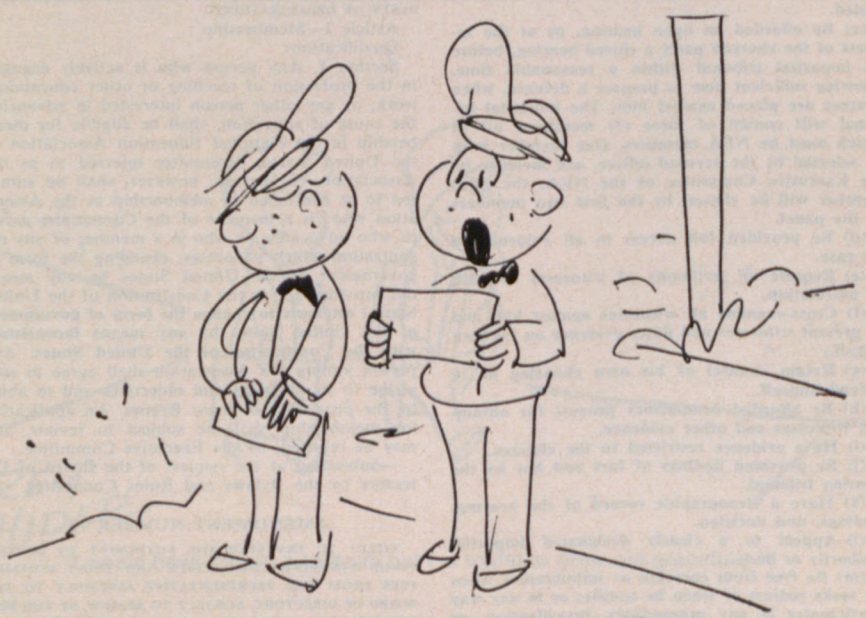
—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 22

TITLE: TO REQUIRE THE BOARD OF DIRECTORS TO ADOPT ASSOCIATION OBJECTIVES AND PRIORITIES BASED UPON GOALS ADOPTED BY THE REPRESENTATIVE ASSEMBLY.

Article IV—Board of Directors

Powers and Duties



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Section 4. (a) General. The Board of Directors shall have such powers and shall perform such duties as are prescribed in the Charter and these Bylaws. Subject in all respects to the authority and direction of the Representative Assembly, it shall have in charge the general policies and interests of the Association, except those entrusted to the Executive Committee. **Based upon Association goals adopted by the Representative Assembly, the Board of Directors shall have the annual responsibility of adopting Association objectives and priorities.** It shall be the duty of each state director to promote the program of the Association within his own state, commonwealth, the Overseas Education Association, or the District of Columbia, and, to this end, to develop and maintain cooperation of state and local associations affiliated with the NEA.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 23

TITLE: TO CHANGE THE TITLE AND COMPOSITION, AND TO INCREASE THE SIZE OF THE PRESENT BUDGET COMMITTEE.

Article V—Executive Committee

Insert the following new subsection and reletter subsequent subsections.

Section 3. **(f) Preparation of Annual Budget. Three members of the Executive Committee (vice-president, treasurer, and one other appointed by the president) shall serve with four members elected from the Board of Directors on the Committee on Program and Budget, which, with the advice and assistance of the Executive Secretary, shall prepare and present a budget for the Association, as provided in Article XI, Section 6, of these Bylaws.**

Article IV—Board of Directors

Powers and Duties

Section 4. (d) Preparation of Annual Budget. The Board of Directors shall [select] **elect** [a Budget Committee of five] **four** members **(who shall not be members of the Executive Committee)** from among its [state directors] **membership to serve with three members representing the Executive Committee on the Committee on Program and Budget.** [for each ensuing fiscal year which, with] **With** the advice and assistance of the executive secretary, **the Committee** shall prepare and present a budget for the Association, as provided in Article XI, Section 6, of these Bylaws. [The treasurer shall be an ex officio member with the right to vote.]

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 24

TITLE: TO REQUIRE THE PRESIDENT TO APPOINT ONE ADDITIONAL MEMBER OF THE EXECUTIVE COMMITTEE, OTHER THAN THE TREASURER AND VICE-PRESIDENT TO THE COMMITTEE ON PROGRAM AND BUDGET.

Article III—Executive Officers of the Association

Powers and Duties of the President

Section 4. The president shall preside at all meetings of the Association. He shall perform the duties which usually devolve upon the chief officer of such an association and the duties which are prescribed by the Charter and these Bylaws. He shall be a member ex officio of the Board of Directors, Executive Committee, and all committees of the Association, and shall serve as chairman of the Executive Committee and the Board of Directors. The president shall appoint the chairman and members of all committees of the Association, and fill any vacancies except as otherwise provided in these Bylaws and Standing Rules. **The president shall appoint annually one member of the Executive Committee (other than treasurer or vice-president) to serve on the Committee on Program and Budget.** The program of the annual meeting shall be prepared under his direction.

Powers and Duties of the Vice-President

Section 5. In the absence of the president at a meeting of the Association, the vice-president shall be the presiding officer. In the absence of both the president and the vice-president, a chairman pro tempore shall be elected. The vice-president shall serve as a member of the Executive Committee and of the Board of Directors. In the event of a vacancy in the office of president, the vice-president shall become president and shall assume the duties and authority of the office. **The vice-president shall be a member of the Committee on Program and Budget.**

Powers and Duties of the Treasurer

Section 7. The treasurer shall receive and be responsible for the safekeeping of and accounting of the general funds of the Association. He shall make an annual financial report to the Board of Directors and the Representative Assembly, and such other financial reports as may be required by the Board of Directors and the Executive Committee. He shall be [an ex-officio] **a** member of the [Budget] Committee **on Program and Budget** [with voting rights]. He shall perform the other duties required of him under Article XI—Finance; Section 3 of these Bylaws.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 25

TITLE: TO REQUIRE THE COMMITTEE ON PROGRAM AND BUDGET TO DEVELOP A PROPOSED BUDGET BASED ON ADOPTED ASSOCIATION OBJECTIVES AND PRIORITIES FOR SUBMISSION TO THE EXECUTIVE COMMITTEE AND BOARD OF DIRECTORS.

Article XI—Finance

Annual Budget

Section 6. The annual budget of the Association shall be prepared under the direction of the [Budget Committee for presentation] **Committee on Program and Budget based upon Association objectives and priorities adopted by the Board of Directors. The Committee on Program and Budget shall be composed of seven members: four elected from the membership of the Board of Directors and three representing the Executive Committee (including the vice-president and treasurer). The proposed budget shall be presented to the Executive Committee prior to being transmitted** to the Board of Directors. The Board of Directors, after review and approval thereof, shall direct the printing of the proposed budget for presentation to the Representative Assembly. At the annual meeting, prior to the first meeting of the Assembly, the [Budget] Committee **on Program and Budget** shall hold one or more open hearings on the proposed budget. The adoption of the budget, including any amendments thereto, shall be by vote of the Representative Assembly.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee. ☐

COMING

A dialogue between NEA President Helen Bain and the president of the Educational and Scientific Workers Union of the U.S.S.R.

A special bonus feature—four stories about teachers and their students; all entries in the 1970 Teachers' Writing Competition

A discussion that explores ways in which school boards and local associations, together, can communicate meaningfully with the public

A special feature dealing with the education of, and the "human being inside," the child with a chronic disease

An "Opinions Differ" piece on the threat to students' privacy of computerizing school records

AFTER ALL

□ **You may perhaps recall that the** Reverend Dogood—hero of last month's "Light Touch"—really got *accountability* down to a gnat's eyebrow with this attitudinal objective: "The females of the congregation will appreciate the beauty and truth of the Seventh Commandment to the extent that the illegitimacy rate will decrease 10 percent per year for the next 10 years."

After proofreading the piece, our production manager, a Catholic, raised a question with the editor, a Protestant: "Shouldn't this be 'Sixth Commandment'?" Whereupon the staff—Protestants, Catholics, and Jews—spent some busy moments, arguing, reading Exodus and Deuteronomy, consulting "decalogue" in the encyclopedia, and learning quite a bit.

We decided "seventh" was correct for the Reverend Dogood (of most Protestant denominations) as it would have been for Rabbi Dogood but not for Father Dogood. As this is written, the March issue of TODAY'S EDUCATION is barely off the presses, and we therefore haven't had time to hear from readers who question our decision. But we will. We will.

This interest on the part of teachers in every detail of their magazine is one of the things that makes editing the JOURNAL an exciting and heart-warming experience—and a frustrating one also.

The teacher who spots a misspelled word on the blackboard in a photograph chides us. Another reproaches us for titling an article "Education and Industry Can Make a Great Team!" and then listing it on the table of contents as "Industry and Education . . . etc." (We can't rationalize that slip-up.)

NEA members are not, we hasten to reassure you, so preoccupied with straining at gnats (or at gnats' eyebrows, either, to get back to the Reverend Dogood again) that they swallow camels. Most letters from readers deal with important issues. Every day's mail, for example, is bringing responses to the invitation, in the January issue, for comments on student teaching. We are sharing with you, starting on page 22, some of these comments.

Those who react to JOURNAL articles may think they've wasted time and effort if their words later fail to appear in print. However, every letter is carefully studied, whether or not it is quoted. As a rule, those which express the most representative or the most unusual viewpoints are selected. The rest serve as a source of ideas, leads, emphases, and authors for future articles.

Usually we who edit TODAY'S EDUCATION and the *NEA Reporter* know long before they reach the readers which articles or news stories or even which words will arouse most response.

We can prophesy, for example, that when this April number comes out, we'll receive a handful of protests regarding our handling of a four-letter word in one of the articles. We are aware also that if we had handled the word in the opposite way, that is, by spelling it out, we'd have gotten protests.

For editors, as for teachers, four-letter words tend to pose a few problems these days. Not so for eight-year-old Scott McGonagle of Cleveland Hill Primary School, Cheektowaga, New York, who wrote us this week that his third grade classmates (taught by Mrs. Irene Priore) have made up a list of good four-letter words. "We shared ideas," said Scott. "We'd like to clean up polluted minds. We wrote a poem. Would you like to use it?" We would. Here it is:

FOUR-LETTER WORDS

A four-letter word
I like to use
Is love.
Love is for my God.
Love is for my family.
Love is for my nation.
A four-letter word
I like to think
Is obey.
Obey God's commandments.
Obey God's will.
Obey the laws of our land.
A four-letter word
I like to live
Is know.
Know how to help.
Know how to pray.
Know how to give.
Able, baby, calm, deed.
Ease, free, good, rest,
These words we like best.

Though we generally can anticipate what the response to any given contribution will be, occasionally we do underestimate the volume of reader reaction.

A 16-line item in an issue of the *Reporter* this school year announced that a certain news service would provide free on request a release on a topic of interest to teachers. The topic, mentioned of course in the news item, is not spelled out here for a reason you'll soon understand. Fifty letters a day—about 10 times as many as we had anticipated—are still pouring into the news service office, inundating the small staff. We don't intend to open up the floodgates again; we just want to make the point that teachers not only are letter writers but sometimes they are *prolific* letter writers.

They don't confine their writing to asking for something free. Much more important, they write when they want to express their convictions on matters that matter vitally. Tens of thousands this month are sending to President Nixon and to their Senators and Congressmen letters expressing their views on the need for a Secretary of Education in the President's Cabinet. For discussion of the topic, read the dialogue by the presidents of the Big Six on pages 12-15.

It would seem, Reverend Dogood, that the thoughtful, well-informed teacher has a sort of Eleventh Commandment: "Thou shalt speak out clearly and courageously on issues of civic and professional importance." □

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